College & Research Libraries

September 1973

Volume 34 | Number 5

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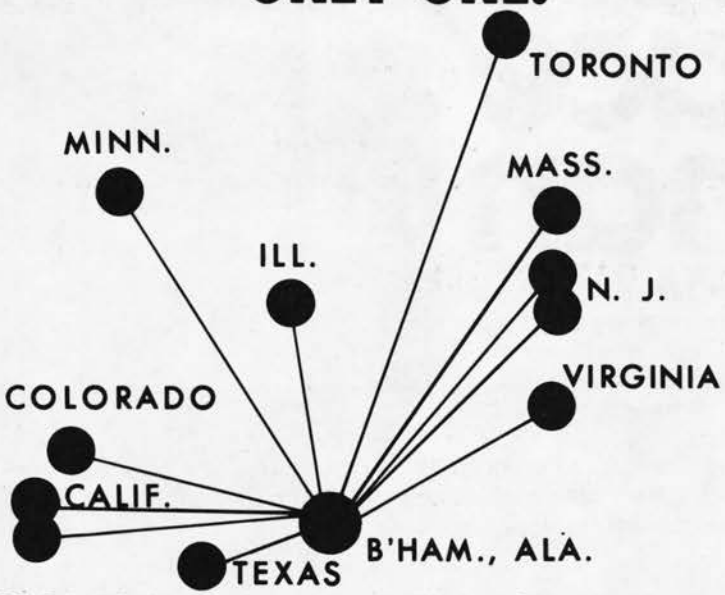

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College & Research Libraries

SEPTEMBER 1973
VOLUME 34
NUMBER 5

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College & Research Libraries

Manuscripts of articles and copies of books submitted for review should be addressed to Richard M. Dougherty, editor, **College & Research Libraries,** University Librarian, University of California, Berkeley, California 94720. All articles submitted must be accompanied by an abstract of from 75 to 100 words in length. Material for the News issues should be sent to Allan J. Dyson, Moffitt Undergraduate Library, University of California, Berkeley, California 94720.

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Production and Circulation office: 50 E. Huron St., Chicago, IL. 60611. Advertising office: Janice Sher, Advertising Traffic Coordinator, 50 E. Huron St., Chicago, IL 60611. Change of address and subscription orders should be addressed to **College & Research Libraries,** for receipt at the above address, at least two months before the publication date of the effective issue.

Annual subscription price: to members of ACRL, $5, included in membership dues; to nonmembers, $15. Retroactive subscriptions not accepted. Single copies and back issues: journal issues, $1.50 each; News issues, $1 each.

Indexed in **Current Contents, Current Index to Journals in Education, Library Literature,** and **Science Citation Index.** Abstracted in **Library & Information Science Abstracts.** Core articles abstracted and indexed in **ARTbibliographies, Historical Abstracts** and/or **America: History and Life.** Book reviews indexed in **Book Review Index.**

College & Research Libraries is the official journal of the Association of College and Research Libraries, a division of the **American Library Association,** and is published seventeen times per year—bimonthly as a technical journal with 11 monthly News issues, combining July-August—at 1201-05 Bluff St., Fulton, Mo. 65251.

Second-class postage paid at Fulton, Mo.

EXCHANGE, Anyone?

For some time now the library profession has been talking about the schism which seems to exist between the "real world" of the practicing librarian and information scientist and the "ivory tower" of library educators. Too often we have heard sentiments expressed that there is too much theory and not enough down-to-earth practical knowledge imparted in library schools. Isn't there a happy balance somewhere? The theory is usually put into proper perspective once a students gets on the job. We are all aware of the continuing debate on the role of library education—is it to produce a cataloger, a reference librarian, a data processing librarian, or is it primarily to create an attitude, a socialization of the individual?

Why have these different attitudes developed between the theorist and the practitioner? If library schools are, indeed, failing to educate adequately, isn't it as much the fault of the practicing librarian as of the teacher? What kind of feedback is being provided? Perhaps something can and should be done about it. It has been said often that many of the useful learning experiences in library schools are related to classes taught by practicing librarians or those recently "in the field."

Yet we have not really taken advantage of the exchange possibilities between library educators and practicing librarians. It is true that more and more library administrators are turning to library education as a second challenging and rewarding profession. One can name at least a dozen former directors of large academic libraries and several public libraries who are now on library school faculties. Does this mean that library schools are playgrounds for retiring administrators? Judging from some of the talent recently recruited into library education this is certainly not the case. Probably other talents in the profession can also contribute significantly to library education—subject specialists, rare books librarians, information scientists—granted that teaching methodology and qualification must always be considered.

At the same time many library educators are capable and anxious to reciprocate with academic libraries. A recent survey of Association of American Library Schools (AALS) indicated that faculty from at least sixteen schools would be interested in such an exchange program.

Can we, or should we, encourage a free exchange of personnel? It could be a continuing education experience: a real chance to give input into the curricula of library schools on the one hand, and on the other, a retooling experience in the practical art with which educators have been accused of losing touch.

Granted details would need to be worked out. But surely such cross-fertilization could only be healthy for our profession.

Isn't a dialogue long overdue?

Couldn't such an exchange work?

R. D. STUEART

LOUIS KAPLAN

Participation: Some Basic Considerations on the Theme Of Academe

In this article three questions are asked: (1) whether faculty status for librarians automatically leads to greater participation in management; (2) whether the academic department is the best model for librarians; and (3) whether lack of skill in introducing participation may not lead to disillusionment. Studies are cited showing that faculty participation in the governance of higher education is being eroded, and examples are given of currently-discussed models of governance.

Introduction

WHAT ARE THE EXPECTED ADVANTAGES of staff participation in the making of management decisions? According to some librarians, we can expect an acceleration in the professionalization of librarianship, improved morale, an increase in innovative ideas, and better service to library users.[1] On the other hand, because participation is new to many librarians, we do not know whether these favorable developments will necessarily ensue. Although for some observers, faculty status for librarians leads naturally to greater and significant participation in the making of academic-management decisions, our evidence indicates that the granting of faculty status will not necessarily bring about significant participation.

The Association of College and Research Libraries has recommended faculty status for librarians, and the reorganization of libraries as teaching units, with deans and departmental chairmen. Before accepting this model for libraries we should note that professors are themselves disturbed by the "managerial" revolution in higher education, which has resulted in a new tier of officials standing between faculty and those who make administrative decisions of importance to higher education. As a result, new models of academic organization are being discussed.

Some librarians believe that faculty status and participation will transform them into "free spirits," unburdened by work schedules and other hierarchical inconveniences. However, recent evidence indicates that professors do not claim freedom from review in such matters as teaching hours, tenure, and the initiation of new courses. Judging from studies of participation made in nonlibrary organizations, much disappointment will be experienced with participation, largely because of lack of skill and unreal expectations. In time, many claims will be made on behalf of participation; but, as one keen student of participation has said, these claims will be difficult either to prove or to disprove.

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The Model of the Teaching Department

Bundy, seeking ways to reduce conflict in libraries (especially between professionals and nonprofessionals), recommends the granting of faculty status to librarians and the reorganization of libraries on the model of higher education. Using this model, Bundy would create the equivalent of academic vice-presidents in charge of the humanities, the social sciences, and the natural sciences; within each division, departments "would be run on the relatively democratic basis of teaching departments in a university, where regardless of rank, every faculty member has an equal voice and an equal vote."[2]

Like Kaser (see reference 22), Bundy does not consider the relationships of departments within a college, nor their dealings with their dean. Yet, as any professor knows (including Kaser and Bundy), it is the "foreign affairs" of departments that are no less crucial than the internal. Among these are budgetary decisions (subject to the review of deans) and promotions to tenure (much influenced by colleagues in other departments and by deans).

Those who neglect the "foreign affairs" of departments miss the import of what Rourke has called the "managerial revolution." As Rourke points out: "The most paradoxical development in higher education in recent years has been the fact that the status of the individual faculty member has been growing on university campuses, even while his participation in university government has been declining."[3] Several reasons are cited by Rourke for this development: the race for research support has diverted attention from the problems of administration; complications have resulted from the spectacular growth in enrollments; the introduction of systems analysis and operations research has brought to the campus a new level of administrative officers who stand between the faculty and the top-level administrators. As a result of these factors, says Rourke, management becomes a major growth industry in higher education.[4]

As has been widely noted, student uprisings have brought a decline in university support, and with this has come the conviction that universities have undertaken contradictory tasks. As one observer put it, the university is being charged with the failure to "fashion a structure appropriate to its purpose."[5] Thus the university and its faculty are threatened with a decline in autonomy, one sign of which is the introduction of bills in state legislatures to end tenure. In this situation, deans and presidents who believe that departments blindly resist change will be encouraged to move against these departments with greater determination.

Who Administers Departments?

The author of one study found that of sixty-nine departments (in fifteen universities), thirty-four rated themselves as a combination of bureaucratic and democratic, sixteen were said to be oligarchic, sixteen were seen as a combination of autocratic and paternalistic, while only three rated themselves as laissez-faire.[6] In these fifteen universities the chairmen are "like foremen, men in the middle, who are besieged by both management and workers to represent and promote the divergent interests of both parties."[7] In departments heavily dependent upon university funds, the faculty seeks to appoint a chairman who is articulate and of attractive personality to deal with the dean. The "departmental chairman who had the confidence of both his faculty and central administration was virtually guaranteed as long a tenure in office as he wished."[8] Presumably, because departments in libraries depend heavily or exclusively

upon funds obtained through their directors (deans), it will become apparent to librarians as they learn to play the academic political game that a strong chairman can be preferable to a democratic chairman who has little influence with the dean.

Asked to indicate the sources of departmental problems, 50 percent identified the source to be "external to or beyond the control of the departments." As to how to resolve these problems, 27 percent felt that the solution required the removal entirely of external influence, while 25 percent believed that more money would alleviate their problems.[9]

Strong Deans and Prestigious Departments

As Caplow has shown, professors are expected to teach, but the reason for employing a professor is his research potential and his presumed ability to attract other scholars to his department.[10] Prestigious departments are those in which research is being published, and it is these that have the greatest influence with their dean.

Departments, like individuals, are largely "local" or "cosmopolitan" in outlook. Those with a local orientation stress public service and undergraduate teaching. The cosmopolitan are oriented towards making a national reputation, and are more research-minded. In institutions in which research is stressed, it is the cosmopolitan departments which take the lead in the search for funds in support of research and teaching. The more money a department can find on the outside, the less its dependence for funds upon the dean.

In departments where the dean is perceived as "strong" (that is, the dean is known to stand up to departmental demands), there is a tendency on the part of departmental chairmen not to delegate decision-making.[11] Furthermore, chairmen are more likely to share decision-making in departments of prestige.[12] Prestigious departments believed the source of their problems to be largely external, whereas in nonprestigious departments the source of their problems was most often perceived to be internal.[13]

Colleges Compared with Universities

In a recent study of eleven private, liberal arts colleges in the Midwest, all of good academic quality, McGee found that the most important aspect of department prestige was its personnel, and these, as in universities, were judged mostly by their publications. "In assessing others, men tend to use scholarly productivity as an almost exclusive criterion."[14] Though college teaching as a career is open to persons without the doctorate, those without the degree "may expect to be second-class citizens of academia."[15]

Those whose image of the college is one in which the faculty have considerable autonomy must indeed be surprised by McGee's observation that "the majority of the campuses I visited for this study were still administered more or less on what could be called the Nineteenth Century Autocratic Model." Though some had active faculty organizations, "it is relatively rare in the colleges surveyed for faculty actually to be involved in administrative decision making. . . ." Too many deans, wrote McGee, "play it close to the vest when dealing with their faculty members."[16]

Two General Rules

To summarize, even in well-regarded universities and colleges, faculty perceive themselves members of a hierarchy. True, the hierarchy, insofar as it impinges upon them is less bureaucratic than is the hierarchy in other organizations. Still, the hierarchy is there and is all the more noticeable because (as Corson noted in a study undertaken

for the Carnegie Corporation) the lines in the academic hierarchy are mixed. The one is more or less a straight-line relationship from president through various officers, and down to the departmental chairmen. "The other is formed by the various faculty legislative bodies primarily concerned with educational policy and emanating from the faculties of individual departments upward to institution-wide councils or a 'senate' or meetings of the total faculty."[17]

In addition to the inevitability of its hierarchical element, two general rules govern the administration of higher education. First, chairmen and deans tend to follow the pattern of the institution as a whole. Where trustees and president are disdainful of faculty opinion, deans and departmental chairmen are likely to follow. If this pattern holds true for libraries (as it generally appears to do), chairmen of library departments and library deans likewise will be influenced by the type of institution in which they serve. Second, the less prestigious a school, the more likely will the trustees, president, and deans interfere in departmental affairs. In many schools (which do not deserve to be classed among institutions of higher learning), the professor is regarded as an interchangeable part.

The Search for New Academic Models of Governance

It will come as a surprise to some librarians who are unfamiliar with departmental procedures to learn that professors do not claim absolute autonomy —even in matters relating to education proper. On this point we have the results of a study of faculty in forty-two (mainly) large public universities.[18] Of the 10,000 faculty who received questionnaires, 40 percent responded (but responses from the "elite" universities were relatively few). The object of this study was to learn, with respect to actions initiated in departments, at what level the faculty believed review of these actions to be reasonable.

Among the departmental actions which the faculty believed ought not to be reviewed at a higher level were changes in an existing course, and course requirements. Among the departmental matters which were properly reviewed at the college level were faculty salaries, time of class meetings, number of contact hours with students, the selection of departmental chairmen, promotion to tenure, and reduction in teaching hours in exchange for research.

If these opinions reflect existing conditions, it follows that librarians enjoying faculty status in a library organized on the academic model cannot expect significantly to determine the conditions of their employment except after review by others. In some matters, however, the autonomy of the librarian is comparable to that of the classroom professor, as for example, with reference librarians who are not given a set of rules by which to proceed.

Given the belief of some faculty members that the control of educational matters has tilted in the direction of administrators, professors have cast about for a new model of academic governance. Among these is Demerath who has described what he calls the Neo-Scientific model in which there is a marriage of the hierarchical and the collegial. Employees in the hierarchical would concern themselves with business affairs, while those in the collegial, freed of the hierarchical element, could devote themselves exclusively to "goal setting and policy-making for teaching, research and service."[19] Although resembling the model proposed by Bundy (noted earlier), the difference is that the teaching faculty might want, as Rourke suggested, to create a civil service specially trained to serve its needs, whereas librarians already have at hand a corps of nonprofessionals.[20] The weakness of the model is that nonpro-

fessionals can be expected to demand the right to share in decision-making. Another model seems to be developing in some German universities, called the political.[21] Unlike Bundy's model, all strata of employees are included, that is, all are given the privilege of voting for representatives. In libraries, this would mean that nonprofessionals, including student assistants, would be represented in some proportion to their numbers (or by some other method of apportionment). If the American political model were employed, it would include a chief of state (the head librarian) with an executive staff, working alongside the legislative arm of the government. Presumably, the chief would have the power of veto, which the legislative branch (by a vote greater than a simple majority) could overturn.

The political model calls for compromise solutions; the traditional consensus model, however, would separate policy making from policy implementation. Kaser has related this consensus concept to libraries in what he refers to as a "bipartite" structure. By this he means that for policy making the professionals in a library would act as an assembly, but once the policy is determined its implementation would become the task of the hierarchical structure. A department chief, for example, would convene an assembly of peers, during which he would act in the capacity of chairman; policy implementation would then be taken over by the chairman, acting in his capacity as a department chief.[22]

More discouraging to those who abhor the hierarchical structure, is the argument of Barbash who denies the possibility of escape from the hierarchical.[23] According to him, certain conditions lead inexorably to hierarchies in organizations, these being, among others, their size, the multiplicity of skills required, the need to consider cost, and regulatory activities of the state. Once organization is created, the hierarchy follows. On the other hand, Barbash believes that whereas tensions are inescapable in the organization, ameliorating tactics are possible—even though these too create further tension. What counts is whether or not the ameliorating factors —such as unionism and participation in management decisions—are strong enough to overcome the tendency of hierarchical organizations to develop bureaucratic characteristics. Barbash believes that hierarchies create conflict because of the resentment of subordinates toward superiors. If hierarchies are to continue in libraries, this resentment is no doubt one of the chief problems to which participation must address itself.

The Crucial Issues

The natural inclination in introducing participation is to organize a series of committees. This is the traditional approach in a democratic nation and in its academic institutions. Although committee membership is attractive to those who have felt the heavy hand of autocracy, the overwhelming attitude of professors toward committee work is one of distaste: it seems that the more a professor complains about administrators, the more he resents being asked to serve on committees. Furthermore, as "participatory democracy" has been offered as an alternative to our representative form of government which is committee oriented (in one sense, our legislatures are a kind of committee), the disenchanted librarians of the future might make a similar attack on participation through committees. They might argue that each "enclave" in the library should make its own decisions based on total representation of its members.

There are two kinds of committee structures. One is "problem" oriented, and leads to the appointment of committees on professional development, the employment of minorities, staff orientation, and the like. By way of contrast there is the route taken by UCLA,

in which the committee structure is largely grafted upon organizational lines; that is, each separate library and each of the several departments within the general library have their committees, which in turn, elect representatives to a library-wide committee. Additionally, there are a number of staff resource committees (such as for personnel, collection building, facilities and supplies, and communications).[24]

A problem with this organizational model is that changes in the organization may be resisted by those who fear a diminution of their status in the representational pattern; for example, two departments when combined might insist upon their previous number of representatives. With the problem-oriented committees there is constantly the danger that they will continue long after the need for them is past; even those who are bored are reluctant to recommend the termination of their assignment. Presumably, a committee on committees, if it has the wisdom and the courage, will attend to the committee that requires burial.

Aside from these considerations, a crucial issue (assuming all are genuinely interested in giving participation a trial) is the skill required at the introductory stages; the mere spelling out of a governance document is not enough. Judging from Holley's evaluation, librarians are finding it difficult to come to grips with the role of policy making.[25] If participants in decision-making only discuss vacation schedules and Christmas parties, the considerable claims made for participation will fall. Morale may be somewhat improved, but as students of organizations know, those with high morale are not necessarily loyal to the goals of the organization. If innovation is to surpass the petty concerns of bureaucracies, a useful first step might be participation in goal setting. The merits of this approach are that those who participate in goal setting are more likely to approve of the goals and are more willing to work to achieve them; and that in the process of setting goals, persons unfamiliar with the library as a whole and its place within the university, will gain valuable insights.

One technique used in goal setting is to ask the participants to indicate the present goals of the library and the goals that ought to be established. Gross, for example, recognizes five main goals: output; adaption (such as adapting services to the needs of special groups); management; motivational (goals that are likely to promote loyalty to the institution); and positional (such as those designed to gain prestige for the library).[26]

Conclusion

Participation, while difficult to initiate and sustain, can no longer be safely avoided. As Katz has pointed out, there is a conflict between democratic expectation and the ability and opportunity to share in the decisions that affect an individual's role in his organization.[27] Particularly in large organizations, the centers of decision-making tend to be removed from the persons most affected, and as these persons become discouraged they resort to blind conformity or to blind opposition.

Some librarians are perhaps unaware that participation is not new to library history. In an earlier day participation was known as democracy in administration, and articles by its advocates began to appear with some regularity after 1930.[28] What is different today is the greater number who wish to participate, and the expectation that the channels of participation will be institutionalized.

Lowin, a student of participation, reminds us that the benefits of participation are subject neither to absolute proof nor disproof, and that no complex organization can ever operate purely on the participatory principle.[29]

Judging from the literature which Lowin cites on participation in nonlibrary organizations, for years to come library journals will carry articles proving the benefits of participation, or the reverse. Although some will remain unchallenged, others will become the subject of considerable controversy.

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WILLIAM B. ROUSE and SANDRA H. ROUSE

Use of a Librarian/Consultant Team To Study Library Operations

A team approach to analysis of library operations is suggested. A specific example of staffing library information desks illustrates the complementary characteristics and advantages of using a librarian/consultant team. The example shows how lines of thought are developed by the team and the important aspects of cooperation between team members.

Introduction

THE IDEA OF APPLYING SYSTEMS-ANALYSIS TECHNIQUES to study library operations is becoming quite popular.[1] As complexity of the system increases, it certainly seems that logical analysis is necessary if the efficiency of a library system is to be maintained. However, several difficulties arise.

The most obvious problem is that librarians usually have, at most, only a cursory knowledge of the analytical tools available. The solution might be for the library to employ a full-time analyst on its staff.[2] However, budgets and needs may limit this solution.

Librarians might be trained to use various "canned" models of library operations. If such quasi-analysts, however, do not understand the theoretical base of such models, they will have difficulty modifying the models for a particular library system, as well as keeping up with developments in mathematical modeling.

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The most reasonable solution for moderate-size libraries is the use of consultants. However, a system analyst after a little study, might argue that he could understand any system sufficiently to model its operation. Such a superficial attitude might have impractical results for the library system.

This paper discusses the use of a librarian/consultant team to model and study library operations. Without hiring a full-time analyst, this approach offers the advantage of applying systems techniques based on the assumptions and constraints explained by the librarian who has responsibility in the every day library system. The librarian has insights which the analyst cannot acquire in the few days normally available for observation. For example, the librarian is aware of the political constraints within the system which, as Churchman has pointed out, can be significant.[3] Besides the importance of the librarian scrutinizing the analyst's assumptions and methods, the participation of the library staff is imperative to implement the results of any study.[4]

The most important aspect of using a librarian/consultant team is the combination of viewpoints. As the librarian discusses how the particular library system operates, the analyst mentally for-

mulates the modeling approaches that seem applicable. The analyst then discusses the assumptions necessary for particular models with the librarian. During such discussion, the individuals (who each have a different set of professional jargon) are forced to articulate the exact meaning and limitations resulting from assumptions.

An Example

This example covers staffing of the information desks at MIT's Humanities Library.* The study was self-initiated and often uses heuristic rather than actual situations. Initially, the librarian and consultant talked about their respective roles in the study.** In this way, the librarian realized how much the consultant had to rely on the librarian's intuitive knowledge of the system's operation, particularly when large amounts of data could not be gathered. The team also discussed the credibility of a model's underlying assumptions.

The purpose of information desks is to answer inquiries either by phone or in person regarding general locations and union catalog information. There are two information desks in the library facing the entrance, each providing equal access for inquirers. Two identical telephone extensions are serviced by each desk.

The schedule for manning the desks at the time of this study (Nov. 5-15, 1971) was roughly one person (for both desks) during the mornings and weekends, and two people in the afternoons. The goal of this study was to determine if a schedule of staffing could be devised to provide acceptable service at lower costs.

The librarian was able to point out areas of possible cost savings. Each information librarian has other primary responsibilities that cannot be performed while on desk duty. Because information-desk duty can interfere with an individual's other responsibilities, if each person could spend less time at the desks, then more time could be devoted to the primary areas of responsibility. Thus, without reducing staff size, this study proposed to increase output in other areas of library operation.

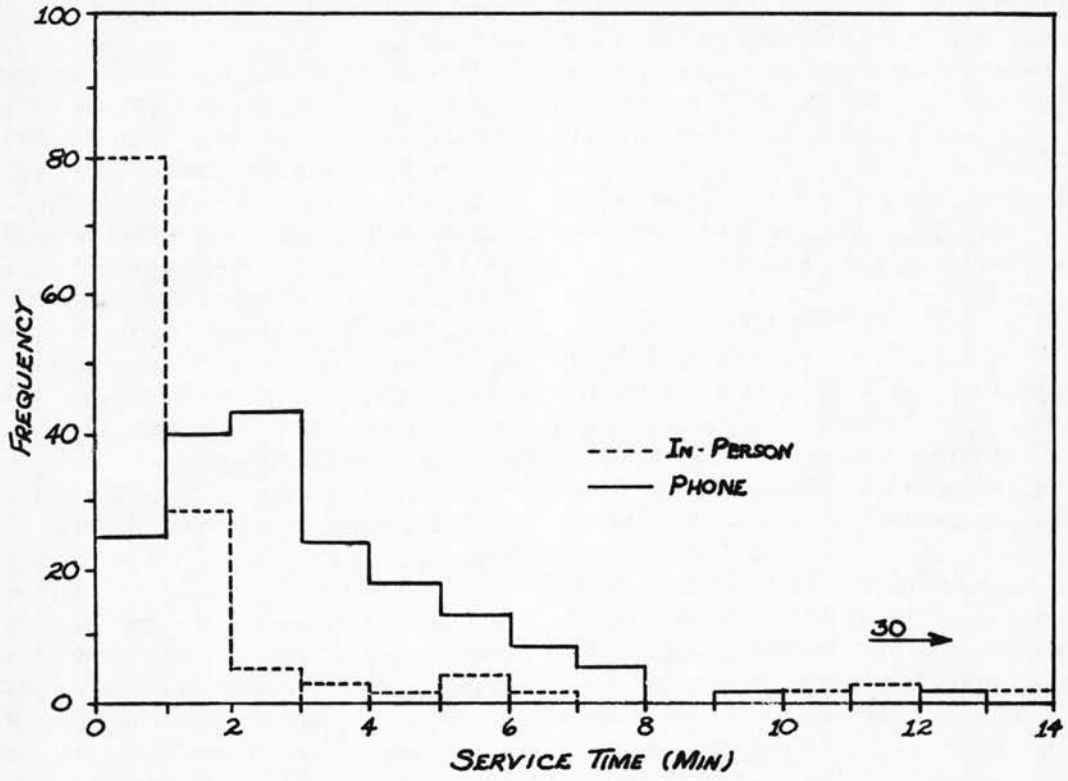
A queuing model of the information desks system seemed natural and was the first approach pursued. The analyst asked if it was reasonable to assume that service times for the two populations (i.e., phone and in-person inquiries) could be aggregated into a single service time distribution. The librarian felt that phone inquiries, on the average, took considerably longer time to complete than in-person inquiries. Thus, data was gathered by distinguishing phone from in-person inquiries. Data included the time between inquiry arrivals and the time it took to complete the service.

It was soon found that few inquiries were made in the morning and on weekends. Thus, this data was not analyzed because it was clear that an additional person was not needed at the desks during those times. Also, the staffing could not be further reduced, since that would leave the unacceptable situation of no service at all. Hence, only the data gathered during the afternoon was considered.

Figures 1 and 2 show histograms of service times for phone inquiries, in-person inquiries, and interarrival times for each. To determine average inquiry rates (λ_1 for phone inquiries and λ_2 for in-person inquiries) and average service rates (μ_1 for service of phone inquiries and μ_2 for service of in-per-

* The authors gratefully acknowledge the cooperation of Humanities Librarian F. B. B. Sumner and the help in collecting data of Library Assistant S. Stillman.

** In actuality, the consultant may not be dealing with the librarian, but with the individual(s) most involved with the particular system or subsystem being analyzed. For convenience, the term librarian is used in a generic rather than a professional sense.



Histogram of Service Times
Fig. 1

son inquiries), the data was replotted in Figure 3. Plotting the data and analyzing as discussed by Morse, the following were determined:

$\lambda_1 = 0.115$ inquiries/minute
$\lambda_2 = 0.091$ inquiries/minute
$\mu_1 = 0.331$ services/minute
$\mu_2 = 0.642$ services/minute.[5]

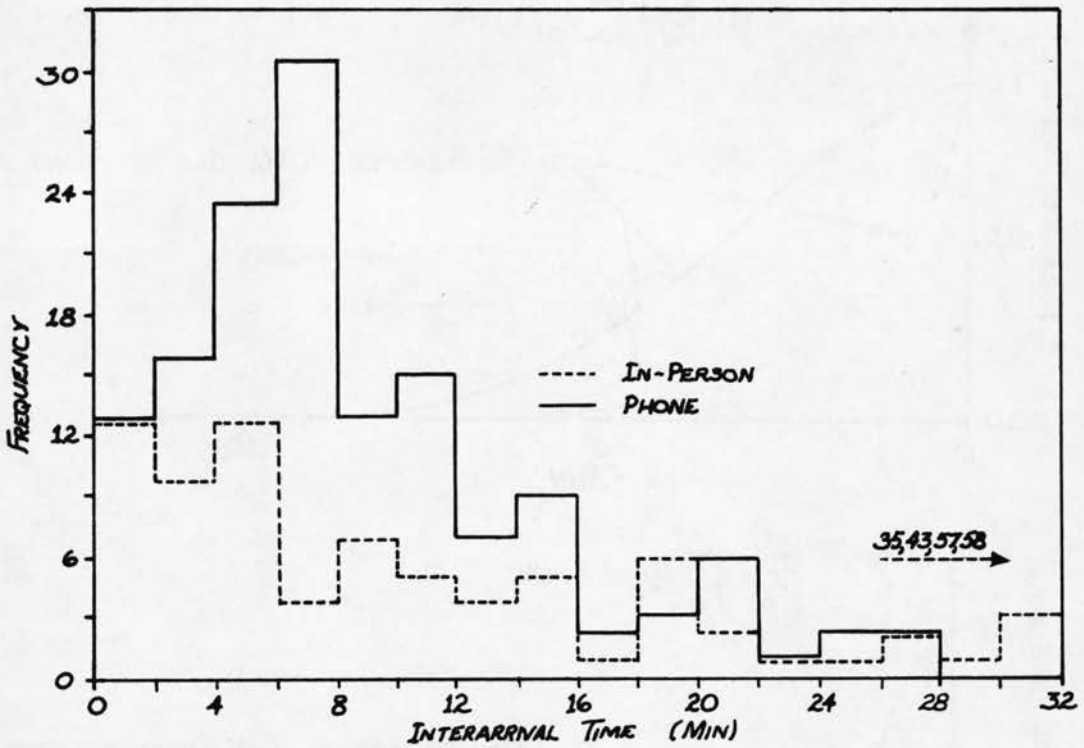
The μ's are reasonably accurate and the difference between μ_1 and μ_2 is consistent with the librarian's initial intuition. The λ's are definitely low. This is due to the inability to measure how often a phone inquirer found the two phones busy or how often an in-person inquirer was discouraged by seeing other inquirers waiting at the information desks for service. The team discussed this point thoroughly. The librarian could easily understand how the data originated: she collected it. However, for results to remain credible to the librarian, the analyst had to explain why he was going to "adjust" the data. The data is adjusted in either of the following ways:

1. A measurement must be made of how often both phones are busy, and how often both desks have sufficient in-person inquirers to discourage further inquirers.

2. The librarian must estimate these measurements. The situation dictated the second choice. Queue lengths must be assumed (infinity could be a choice). The librarian made the following decisions:

a. In-person queue length of zero: no more than two inquirers will be at the information desks at one time.***

*** Phone queue length necessarily equals zero.



Histogram of Interarrival Times
Fig. 2

b. Two phones are in use at the same time approximately three times per hour.

c. Two in-person inquirers are at the desks at the same time approximately two times per hour.

The librarian and consultant agreed that if decisions *b* and *c* were to be biased, it should be in the direction of overestimating the load on the system. Thus, results using such estimates would be conservative with respect to decreasing staffing at the desks.

With the above decisions and using discussion presented in Morse, a relationship for estimating the actual arrival rate λ_T was derived.

$$\lambda_T = \frac{\lambda}{\left(\frac{1 - \text{frequency of full queue}}{\mu}\right)} \quad (1)$$

Using (1) the data becomes (subscript T dropped for convenience):

$$\lambda_1 = 0.136$$
$$\lambda_2 = 0.096$$
$$\mu_1 = 0.331$$
$$\mu_2 = 0.641$$

With these numerics, the system utilization ρ and average idle period $1/\lambda$ can be estimated. System utilization is the percentage of time the system is busy and is given by

$$\rho = \frac{\lambda}{2\mu} \text{ (for two servers)}. \quad (2)$$

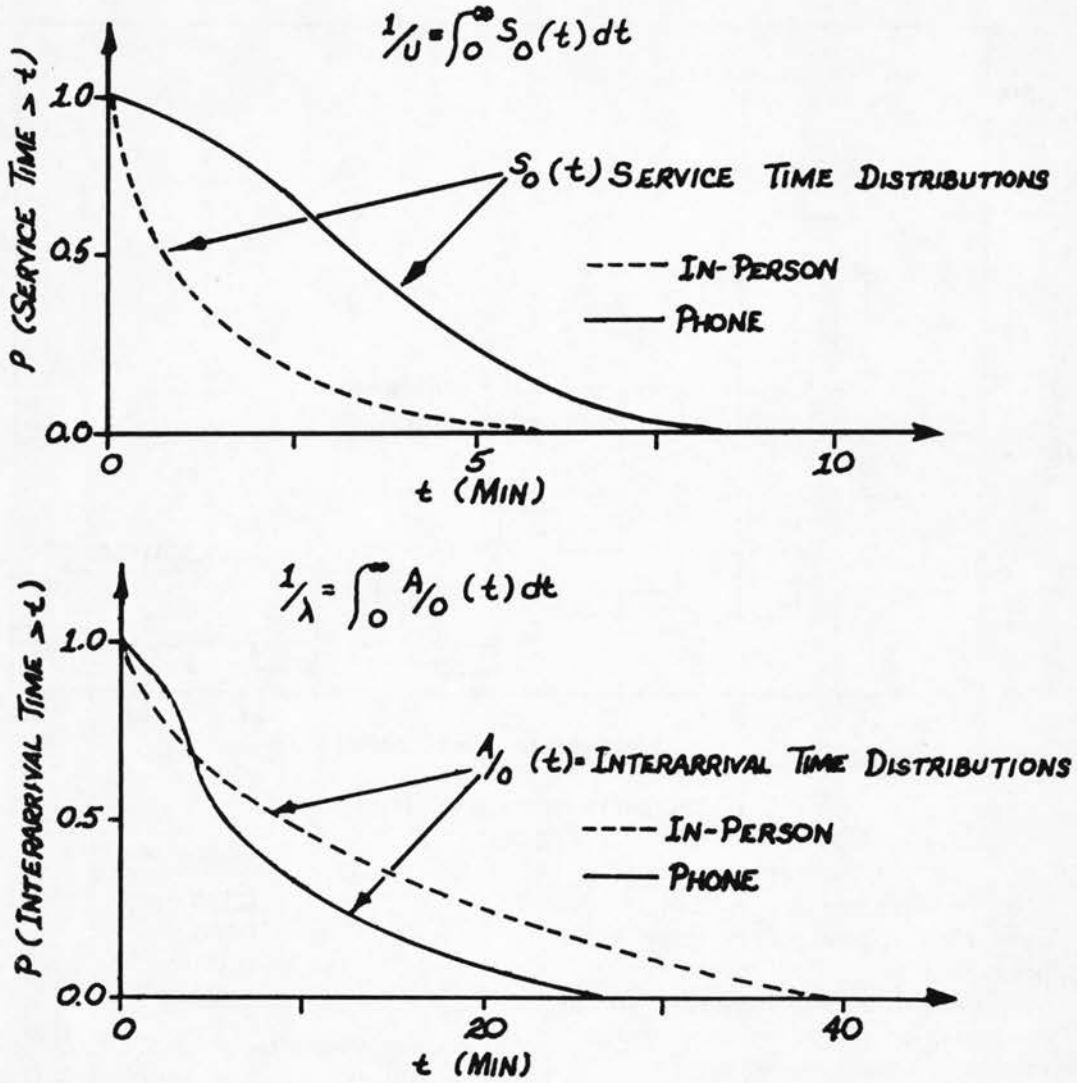
λ is the total inquiry rate given by

$$\lambda = \lambda_1 + \lambda_2 = 0.232, \quad (3)$$

and μ is the average service rate given by

$$\mu = \left(\frac{\lambda_1}{\lambda_1 + \lambda_2}\right)\mu + \left(\frac{\lambda_2}{\lambda_1 + \lambda_2}\right)\mu_2 = 0.459. \quad (4)$$

Combining (2) through (4), ρ equals 0.253, which means that 75 percent of the time neither desk is servicing any



Service and Interarrival Time Distributions
Fig. 3

type of inquirer. The average period that this idle situation exists is 4.3 minutes.

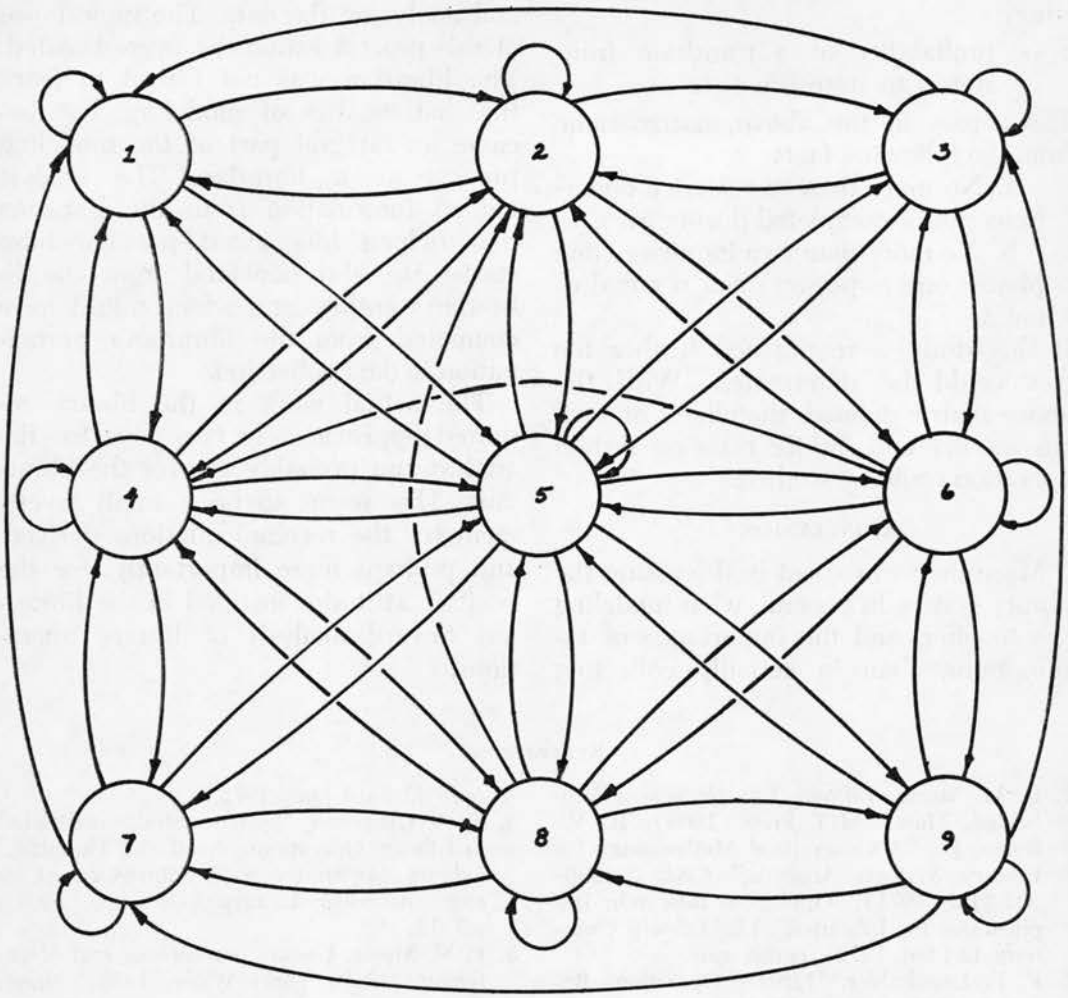
For the purpose of comparison, if there were only one librarian on duty during this period, then

$$\rho = \frac{\lambda}{\mu} = 0.506. \qquad (5)$$

Morse suggests that $\rho < 0.667$ will yield library service that will not cause excessive delays. Thus, one librarian would be sufficient during the period analyzed. The single librarian will be much busier than with two librarians on duty. However, if the total staff is maintained at its current size, each librarian would spend over 30 percent less time at the information desks.

These results pointed toward further applications of systems analysis data. In addition to data collection, the librarian was interested in other models that might yield more information about the system. A Markov model was discussed.[6]

The following Markov model was proposed for further study of the information desks system. The possible states of the system are listed in this Markov model:



A Markov Model of the Information Desks System
Fig. 4

State	Phones in use	In-Person inquirers
1	0	0
2	0	1
3	0	2
4	1	0
5	1	1
6	1	2
7	2	0
8	2	1
9	2	2

The model requires the probabilities of a transition from one state to another in a time interval Δt. As exponential service times and interarrival times have been implicitly assumed, it is known that at most one phone call and one in-person inquiry can occur in Δt. Using this property, the Markov model is illustrated in Figure 4. The lines with arrows represent transitions between states. Note that some transitions are not possible. The probabilities of a transition can be more conveniently represented with the following transition matrix.

$$\begin{bmatrix}1\\2\\3\\4\\5\\6\\7\\8\\9\end{bmatrix} = \begin{bmatrix} p_{11} & p_{12} & p_{13} & p_{14} & p_{15} & 0 & p_{17} & 0 & 0 \\ p_{21} & p_{22} & p_{23} & p_{24} & p_{25} & p_{26} & 0 & p_{28} & 0 \\ 0 & p_{32} & p_{33} & 0 & p_{35} & p_{36} & 0 & 0 & p_{39} \\ p_{41} & p_{42} & 0 & p_{44} & p_{45} & p_{46} & p_{47} & p_{48} & 0 \\ p_{51} & p_{52} & p_{53} & p_{54} & p_{55} & p_{56} & p_{57} & p_{58} & p_{59} \\ 0 & p_{62} & p_{63} & 0 & p_{65} & p_{66} & 0 & p_{68} & p_{69} \\ 0 & 0 & 0 & p_{74} & p_{75} & 0 & p_{77} & p_{78} & p_{79} \\ 0 & 0 & 0 & p_{84} & p_{85} & p_{86} & p_{87} & p_{88} & p_{89} \\ 0 & 0 & 0 & 0 & p_{95} & p_{96} & 0 & p_{98} & p_{99} \end{bmatrix} \begin{bmatrix}1\\2\\3\\4\\5\\6\\7\\8\\9\end{bmatrix} \quad (6)$$

where

p_{ij} = probability of a transition from state i to state j in time Δt.

The zeroes in the above matrix came from the following facts:

a. No more than two service operations can be completed during Δt.

b. No more than two inquiries (one phone, one in-person) can occur during Δt.

If this study were pursued further the p_{ij}'s could be determined. With the above matrix defined, the effects of various inquiry and service rates on system operation could be studied.

Conclusion

More time was spent in discussing the library system in general, what modeling has to offer, and the importance of assumptions, than in actually collecting and analyzing the data. The importance of this process cannot be overestimated. The librarian was not forced to learn the mathematics of modeling, but became an integral part of the modeling process as a librarian. The analyst gained information from the librarian that helped him avoid possible false starts. He also benefited from the librarian's enthusiasm, which might have emanated from the librarian's participation in data collection.

The actual work in the library required approximately two days for the analyst and probably less for the librarians. This seems to be a small investment for the recommendations derived, and perhaps more importantly, for the positive attitudes instilled in the librarians toward analysis of library operations.

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5. P. M. Morse, *Queues, Inventories and Maintenance* (New York: Wiley, 1958), chapt. 2.
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H. WILLIAM AXFORD

Performance Measurement Revisited

Performance measurement, through unit-cost study programs, can be a beginning step toward achieving the goal of evaluating the value of systems. This article reports the application of such unit-cost studies in the technical service functions at a large state university, and presents three major tables for labor costs in terms of minutes and dollars per volume.

In the spring of 1971, the author published the results of a unit-cost study of the technical services division at Florida Atlantic University. As initially conceived, this project had two major purposes: (1) to determine the direct labor costs of acquiring and fully processing a volume in terms of both minutes and dollars per function performed by level of employee; and (2) to test the efficiency of processing techniques which, at the time, were considered by some in the profession to be radical departures from standard library practices.[1] In the more than eighty responses to the article, some maintained that what was possible at a small, relatively insignificant institution such as FAU would be sheer folly to attempt in a large research library supporting a broad-spectrum graduate program and a research-oriented faculty.

The critics' fears turned out to be unfounded. At the time the article was published, the author was implementing both the unit-cost study program and the processing systems developed at Florida Atlantic University at Arizona State University, an institution five times the size of FAU, with 27,000 students, 1,200 faculty members, and a library collection in excess of 1,000,000 volumes, growing at the rate of over 100,000 volumes a year. Within a year, the bulk of an unprocessed backlog, which exceeded 50,000 volumes, had been eliminated, a huge logjam of faculty book requests had been cleared, and the library had ceased to be a major source of irritation to the faculty, students, and the university administration. Concrete evidence of a rising confidence in the library's ability to perform manifested itself in the increasingly genial and productive meetings of the University Library Committee, a group which had formerly been torn by administrative problems not within its technical capabilities. Processing costs had been cut by 36 percent without tampering with the bibliographic integrity of the public catalog.

During the past five years, an increasing number of academic librarians have become painfully aware of what Earl F. Cheit has called the "New Depression in Higher Education."[2] Book budgets have plateaued or have been drastically cut, new positions have not been forthcoming, and freezes on filling existing and future vacancies have been common. Magnifying the impact of reduced or static budgets is the fact that there has been no discernable leveling of demands for library services. Real progress in making the library a vital and dynamic center for inspiration and information, and an intellectually in-

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spiring place in which to work, cannot be gained during a severe budget crisis unless our labor-intensive organizations can achieve a higher level of manpower utilization than is now generally the case. Public service programs needed in the near future will have to be created through more efficient utilization of the manpower already at our disposal. As Peter Drucker has forcefully pointed out, the present budget crisis is in essence a productivity crisis affecting the nonmanual worker and the knowledge professions. "The only way out of it," he notes, "is for the nonmanual employee, whether he is knowledge worker or policeman, to become more productive."[3]

Concern with productivity does not, and should not imply that the knowledge worker in America is lazy. With respect to libraries, the worker has become a victim of an antiquated organizational structure which is not only unproductive and self-defeating, but intellectually and psychologically debilitating as well. It is for this reason that Drucker, taking the larger view, believes that the present budget crisis is the best thing to happen to higher education in recent years: it provides a golden opportunity for the university to evaluate critically every system and procedure in terms of goals and priorities, and to weed out those which have become obsolete due to technological change and/or the changing needs of society. In the library we need to evaluate every system and procedure in terms of what it contributes to the user, and jettison those which only serve to make the profession comfortable.

Performance measurement can be a beginning step toward achieving this goal. It is particularly effective when applied to any operation which is process oriented and in which data can be easily quantified. The technical services operation meets these criteria ideally. In addition, it is this area of the library which clings most stubbornly to antiquated procedures, and whose only answer to low output is a loud wail for more and more people. Little thought is ever given to whether or not those already on hand are being used effectively. Even less is given to a critical examination of library systems in terms of how well they serve the user. It is for these reasons that technical services will often absorb 50 percent or more of the total personnel budget of a large library. And still, the unprocessed orders pile up and the cataloging backlog continues to grow and oppress those who labor within its ominous shadow.

To librarians who have been forced to trim budgets to the bone at a time when libraries are besieged with rising demands for services, the demand to trim off even more seems insulting. Nevertheless, there is no such thing as an organization in which manpower utilization is 100 percent effective. Moreover, budget trimming by itself is not an adequate response to a long-term budget crisis. In its initial stages it affects only marginal things. When the process goes deeper the result is an across-the-board reduction of program quality rather than a rational decking of priorities. Budget cutting alone seldom, if ever, alters the basic internal systems and procedures of libaries, particularly with respect to the acquisition and processing of library materials.

The programs needed to streamline library operations and make them more productive will require willpower to initiate and discipline to carry out. Agencies outside of the library are capable of providing both if librarians do not take the initiative. It is clearly in the interest of the profession and its users that the motivation for change be internal, and that the necessary discipline be self-imposed.

Departmental self-measurement was the methodology utilized by the unit-cost study developed at Florida Atlantic

University and is now operational at Arizona State University. The individual departments and the Technical Services Division as a whole define their functions, establish their own productivity goals, and measure achievements in terms of them. The measurement of the program's success ultimately lies in the extent to which this concept is understood by all concerned.

The unit-cost program has now been operational for two years at ASU, and it has been applied to three production years, 1969/70, 1970/71, and 1971/72. In order for the program to have any meaning, it must be reiterated every year; since there are no national standards to measure against, the library must establish a base year against which the productivity of all subsequent years can be measured. At ASU the base year is 1970/71, as that was the year in which new processing systems and procedures were implemented. Table 1 shows the minutes per volume by level of employee by department for each of the three production years subjected to the program. Table 2 shows the costs in terms of dollars.

During the base year, the Technical Services Division processed 154,437 volumes, approximately 52,000 more than the year before, and used 7,270 fewer man hours. The total minutes required to order and fully process a volume dropped from 101.46 to 64.52. In other words, in 1970/71 the Technical Services Division achieved a 36 percent increase in productivity in spite of a 4 percent decline in the number of man hours assigned to it. If the same processing systems and procedures used in 1969/70 had been used in 1970/71, it would have required approximately 46 additional F.T.E.'s to produce the 154,437 volumes actually processed in 1970/71.

In the following year, 1971/72, the cost in minutes to acquire and process a volume rose from 64.52 to 77.08 minutes. Since the total cost in minutes per volume was 12.2 minutes higher in 1971/72 than in 1970/71, it would appear at first glance that there was a significant drop in productivity in 1971/72. This, however, is not the case.

The catalog department bears the burden of the unit-cost study program, as it is the end of the processing pipeline where the number of work units completed is counted. The catalog department catalogs titles, not volumes, but the unit-cost study measures productivity in terms of volumes. Therefore, in order to compare productivity from one year to the next, the number of volumes produced in a given year must be adjusted to conform to the ratio of volumes per title cataloged which prevailed during the base year.

In 1970/71, the base year at ASU, the ratio of volumes to titles cataloged was 2:1. This dropped to 1:1.71 in 1971/72. Had the ratio of the base year prevailed in 1971/72, the 65,754 titles cataloged would have produced 131,508 volumes, or 18,009 more than the actual production count. When this factor is taken into account, the loss in productivity drops to an insignificant 2 percent. Table 3 shows the adjusted costs in minutes per volume.

As can be seen in Table 3, the number of hours worked in the Technical Services Division dropped by 27,516, or 15 percent, between 1969/70 and 1971/72. This is the equivalent of 14.46 F.T.E.'s. The distribution by level of employee is shown on Table 4.

The increased productivity achieved at ASU was the result of a number of minor and several major procedural and system changes. Minor changes included not underlining the first letter of the main entry on the title page, not penciling the call number on the Title Page, and keypunching only the title on the machine readable book card. If these labor savings seem insignificant, it should be noted that for a library processing 100,000 volumes a year, a one-

TABLE 1

LABOR COSTS (MINUTES PER VOLUME) TECHNICAL SERVICES DIVISION
1969/70—1971/72

	1969/70 (102,308 vols.) Total Hours	1969/70 (102,308 vols.) Minutes Per Volume	1970/71 (154,437 vols.) Total Hours	1970/71 (154,437 vols.) Minutes Per Volume	1971/72 (113,499 vols.) Total Hours	1971/72 (113,499 vols.) Minutes Per Volume
Acquisitions						
Professional	4,590	2.69	2,700	1.05	3,666	1.94
Subprofessional	13,125	7.70	8,126	3.16	8,704	4.60
Clerical	14,062	8.25	13,765	5.35	19,021	10.06
Student Assistants	8,402	4.93	5,979	2.32	3,461	1.83
Total	40,179	23.57	30,570	11.88	34,852	18.43
Bibliographic Search						
Professional	1,800	1.06	1,800	.70	Functions transferred to	
Subprofessional	18,750	11.00	13,819	5.37	Acquisitions and Catalog	
Clerical	3,750	2.20	—	—	Departments	
Student Assistants	11,726	6.88	5,887	2.29		
Total	36,026	21.14	21,506	8.36		
Cataloging						
Professional	19,170	11.24	19,666	7.64	18,638	9.85
Subprofessional	28,751	16.86	26,809	10.42	25,183	13.31
Clerical	24,375	14.30	30,691	11.92	29,292	15.48
Student Assistants	8,271	4.85	8,979	3.49	12,517	6.62
Total	80,567	47.25	86,145	33.47	85,630	45.26
Physical Preparation						
Professional	0	0	0	0	0	0
Subprofessional	3,375	1.98	1,688	.66	0	0
Clerical	4,967	2.91	5,156	2.00	8,201	4.34
Student Assistants	710	.42	2,465	.96	1,925	1.02
Total	9,052	5.31	9,309	3.62	10,126	5.36
Serials						
Professional	0	0	1,800	.70	1,438	.76
Subprofessional	3,907	2.29	8,756	3.40	0	0
Clerical	2,295	1.35	4,650	1.81	11,758	6.22
Student Assistants	1,280	.75	3,300	1.28	1,995	1.05
Total	7,482	4.39	18,506	7.19	15,191	8.03
Grand Total	173,306	101.66	166,036	64.52	145,799	77.08

TABLE 2

LABOR COSTS (DOLLARS PER VOLUME)
1969/70—1971/72

	1969/70 (102,308 vols.) Total Dollars	1969/70 (102,308 vols.) Dollars Per Volume	1970/71 (154,437 vols.) Total Dollars	1970/71 (154,437 vols.) Dollars Per Volume	1971/72 (113,499 vols.) Total Dollars	1971/72 (113,499 vols.) Dollars Per Volume
Acquisitions						
Professional	23,540	.23	13,941	.09	20,639	.18
Subprofessional	31,500	.31	22,649	.15	25,770	.23
Clerical	27,400	.27	31,107	.20	48,226	.42
Student Assistants	12,971	.13	9,206	.06	5,678	.05
Total	95,411	.94	76,903	.50	100,313	.88
Bibliographic Search						
Professional	7,800	.08	8,900	.06		
Subprofessional	39,500	.39	31,622	.20	Functions transferred to	
Clerical	7,400	.07	0	0	Acquisitions and Catalog	
Student Assistants	17,573	.17	9,408	.06	Departments	
Total	72,273	.71	49,930	.32		
Cataloging						
Professional	88,840	.87	101,192	.66	107,832	.95
Subprofessional	63,770	.62	66,459	.43	68,275	.60
Clerical	46,456	.45	65,359	.42	67,308	.59
Student Assistants	12,590	.12	14,471	.09	20,598	.18
Total	211,656	2.06	247,481	1.60	264,013	2.32
Physical Preparation						
Professional	0	0	0	0	0	0
Subprofessional	7,425	.07	3,780	.03	0	0
Clerical	9,550	.09	11,593	.08	20,815	.18
Student Assistants	996	.01	4,219	.03	3,309	.03
Total	17,971	.17	19,682	.14	24,124	.21
Serials						
Professional	0	0	8,600	.06	9,130	.08
Subprofessional	8,220	.08	19,822	.13	0	0
Clerical	4,450	.04	9,290	.06	29,504	.26
Student Assistants	1,904	.02	5,778	.04	3,435	.03
Total	14,574	.14	43,490	.29	42,069	.37
Grand Total	411,885	4.02	437,486	2.85	430,519	3.78

TABLE 3

ADJUSTED LABOR COST (MINUTES PER VOLUME)
1969/70—1971/72

	1969/70 (102,308 vols.) Total Hours	1969/70 (102,308 vols.) Minutes Per Volume	1970/71 (154,437 vols.) Total Hours	1970/71 (154,437 vols.) Minutes Per Volume	1971/72 (131,508 vols.) Total Hours	1971/72 (131,508 vols.) Minutes Per Volume
Acquisitions						
Professional	4,590	2.69	2,700	1.05	3,666	1.67
Subprofessional	13,125	7.70	8,126	3.16	8,704	3.97
Clerical	14,062	8.25	13,765	5.35	19,021	8.67
Student Assistants	8,402	4.93	5,979	2.32	3,461	1.57
Total	40,179	23.57	30,570	11.88	34,852	15.88
Bibliographic Search						
Professional	1,800	1.06	1,800	.70		
Subprofessional	18,750	11.00	13,819	5.37	Functions transferred to	
Clerical	3,750	2.20	0	0	Acquisitions and Catalog	
Student Assistants	11,726	6.88	5,887	2.29	Departments	
Total	36,026	21.14	21,506	8.36		
Cataloging						
Professional	19,170	11.24	19,666	7.64	18,638	8.50
Subprofessional	28,751	16.86	26,809	10.42	25,183	11.48
Clerical	24,375	14.30	30,691	11.92	29,292	13.36
Student Assistants	8,271	4.85	8,979	3.49	12,517	5.71
Total	80,567	47.25	86,145	33.47	85,630	39.05
Physical Preparation						
Professional	0	0	0	0	0	0
Subprofessional	3,375	1.98	1,688	.66	0	0
Clerical	4,967	2.91	5,156	2.00	8,201	3.74
Student Assistants	710	.42	2,465	.96	1,925	.87
Total	9,052	5.31	9,309	3.62	10,126	4.61
Serials						
Professional	0	0	1,800	.70	1,438	.65
Subprofessional	3,907	2.29	8,756	3.40	0	0
Clerical	2,295	1.35	4,650	1.81	11,758	5.36
Student Assistants	1,280	.75	3,300	1.28	1,995	.91
Total	7,482	4.39	18,506	7.19	15,191	6.92
Grand Total	173,306	101.66	166,036	64.52	145,799	66.46

TABLE 4

HOURS EXPENDED BY LEVEL OF EMPLOYEE
1969/70–1971/72

	Total Hours 1969/70	1971/72	+ or –	F.T.E.
Professional	25,560	23,742	– 1,818	– 1.05
Subprofessional	67,908	33,887	–34,021	–18.74
Clerical	49,449	68,272	+18,823	+10.37
Student Assistants	30,389	19,889	–10,500	– 5.04
TOTAL	173,306	145,790	–27,516	–14.46

minute reduction in the time it takes to process a volume is the equivalent of .91 F.T.E.'s in terms of labor savings.*

The category of minor changes also includes all measures that resulted in a more efficient utilization of personnel, particularly at the professional level. Table 5, extracted from the technical services unit-cost studies, provides an excellent example.

Almost 40 percent fewer professional hours were expended in 1970/71 as compared with the previous year, but these were far more efficiently utilized. For instance, in 1969/70 slightly more than one-half F.T.E. professional was absorbed by subprofessional routines, i.e., assigning vendor and fund numbers, revising typing, signing purchase orders, and bursting forms. With respect to the latter, more than two weeks of professional time was devoted to this simple function during the year. This is an example of how a small leak will, in time, result in a sizable puddle. In 1969/70 only 29.4 percent of the professional hours in the department were expended on administration and supervision; in 1970/71 the figure rose to 78.6 percent.

The last category of minor procedural changes included eliminating obsolete files. Two glaring instances were discovered in the catalog department which absorbed approximately the labor of a half-time person.

* Computed on the basis of the ASU standard work year for a nonprofessional employee (1,830 hours).

The major changes which resulted in increased productivity were as follows:

(1) Eliminating establishing the main entry prior to placing an order.
(2) Splitting the catalog into its three component parts, author, title, and subject.
(3) Color highlighting in lieu of typing added entries at the top of the cards and filing behind headers in the subject catalog.
(4) Leaving the call number in the lower left hand corner of the card.
(5) Using the title catalog as the "on order" file.

The savings in (1) can be substantial, as much of the information obtained in the "pre-cataloging" processing has to be revised after the material arrives. In addition, there is the perennial problem of the catalog department accepting bibliographic information generated by another department. A considerable amount of wasted time can be avoided if the acquisitions department confines itself to determining if the library has an item, if it is on order, or if it exists, and leaving the descriptive cataloging to be performed by the catalog department after the item arrives. Following this procedure, cost in minutes per volume for searching and verifying dropped from 7.78 minutes in 1969/70 to 4.21 minutes per volume processed in 1970/71, a decrease of 45 percent. Since the total cost in minutes per volume for the catalog department

TABLE 5

ANALYSIS OF PROFESSIONAL HOURS
ASU ACQUISITIONS DEPARTMENT
1969/70–1970/71

	1969/70	1970/71
Administration and supervision	1,350	2,124
Review requests and selection aids	990	115.2
Search and verify bibliographic information	0	165.2
Assign vendor and fund number	622.5	79.2
Revise typing, sign, and mail purchase orders	330	0
Burst order forms	82.5	0
Receiving routines	0	18
Process faculty inquiries	210.5	0
Order O.P. titles	105	0
Miscellaneous activities	150	0
	4,590	2,700

also dropped significantly (29 percent), obviously changing procedures did not just shift costs from one department to another.

Items (3) and (4) (color highlighting instead of typing added entries and leaving the call number in the lower left hand corner of the card) produced a labor savings of 53 percent in producing card sets. In a test environment at FAU in 1969 (simultaneous production of 100 card sets by typing added entries at the top of the card, and 100 card sets by color highlighting) the labor savings amounted to 71 percent. The difference between the test figure and that derived from the ASU unit-cost study probably was due to the fact that supervision in an actual working environment cannot possibly approach the level that is possible in a test environment. The FAU study showed what is possible. The ASU cost study showed what one library actually achieved.

Quantitative analysis can be a powerful tool in the administrator's kit to increase productivity in those areas of the library which are process oriented, upgrade the quality of the work performed, and provide a better and more satisfying working environment as well. At ASU, increased productivity and more complete cataloging have gone hand-in-hand. As the unprocessed backlog melted away it was possible to provide, as a routine matter, analytics for all titles in series, something that was a hit or miss affair during the years when the catalog department was unable to cope with the volume of material coming into the library. The author catalog is being read, corrections made, and hundreds of new header cards are being added. Subject entries for new serials are being prepared for the first time in a number of years, and work is progressing on eliminating any gaps in this area. Pockets of "difficult" material which had been gathering dust in obscure nooks and crannies for months or even years have been cleaned up. Time has been found for thinking about and planning for the future, and the entire staff of the catalog department recently participated in a complete departmental reorganization designed to make the best possible use of talent at all levels.

Criticism aimed at the unit-cost study program is the accuracy of the data, particularly with respect to the distribution of an employee's time over the range of functions for which he is responsible. The margin of error seems to be tolerable, as supported in an article by R. K. MacLeod, who analysed an almost identical cost study program designed for the South Shore Mental Health Center in Chicago. On the subject of the accuracy of the data, Mac-

Leod concluded that "even a rough idea of the cost of a program is so useful that arguments about precision are reduced to the level of quibbles."[4]

Because of its very nature, it is probably impossible to initiate a unit-cost study program without producing a measurable amount of adverse reaction on the part of those working in the technical services division, particularly among the professional members of the staff. On the other hand, when correctly used, the unit-cost study program can enhance staff development and staff self-esteem. Through participating in an ongoing unit-cost study program, each member of the technical services division has an opportunity to analyze both his own and his department's efforts and make suggestions for system streamlining. Through this process, the creative energies of the group are channeled into significant contributions toward redesigning systems. Leadership may crop up in places which do not coincide with the power structure. In such cases, if the power structure listens and capitalizes on what it learns, it will recognize that "good employees" need not be "yes men," that creative discussion, not an intolerable level of interpersonal conflict, has a chance to develop.

Christopher Morley once observed that "there is no squabbling so violent as that between people who accepted an idea yesterday and those who will accept the same idea tomorrow." Some form of performance measurement, or accountability, will become a standard administrative tool in libraries and a part of the normal working environment of every librarian in the near future. If we can avoid expending precious energies on useless and unproductive intramural squabbling and divert them toward designing performance measurement procedures of, by, and for librarians, we will not only be working in the best interests of the profession, but those of the communities that support and sustain libraries as well.

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UNG CHON KIM

A Comparison of Two Out-of-Print Book Buying Methods

Two out-of-print book buying methods, searching desiderata files against o.p. book catalogs and advertising want lists in The Library Bookseller, *are compared based on the data collected from a sample of 168 titles. The o.p. catalog method requires more staff time, yet yields less success in locating desired titles. The cancellation rate for unfilled orders is lower in the advertisement method. The average price of books quoted on* The Library Bookseller *is slightly higher than those listed in o.p. catalogs, but the overall acquisition cost of o.p. book catalog searching is more costly than using* The Library Bookseller.

THE COMMONLY USED OUT-OF-PRINT BOOK BUYING METHODS by college and university libraries are checking desiderata files against out-of-print booksellers' catalogs, sending lists of wanted titles to secondhand book dealers for searching, and advertising the needed titles for quote in publications such as *The Library Bookseller* or *AB Bookman's Weekly*.[1] Also known but less frequently used methods are the use of book scouts, book auctions, book buying trips, and book exchanges. Libraries use one or more of these methods to obtain out-of-print books depending on the experience and preference of the librarian in charge. According to Shirley Heppell's survey in 1966, the most commonly-used methods of college libraries are, in order of frequency, searching in o.p. book catalogs, direct contacts with specialist dealers, use of search services, and advertising.[2] A similar survey for larger college and university libraries reported by Sarah Cook reveals that checking want lists against incoming catalogs is considered most effective by eighty-one libraries, while the circulation of a desiderata file to antiquarian book dealers is preferred by sixty-one libraries. The submission of lists to *LB (The Library Bookseller)* is the first choice by fifty-seven libraries.[3]

Several reports in library literature discuss the methods of buying out-of-print books, but the writers express various opinions and do not agree upon any one method. Checking all incoming lists of out-of-print books is considered a "must" by Felix Reichmann although it is "cumbersome, time-consuming and inefficient."[4] Eldred Smith and Betty Mitchell report that the use of the search service of specialized dealers is more efficient than other techniques because of costly staff time, high cancellation rate, and the amount of clerical work involved in other methods.[5] Emerson Jacob considers advertising want lists in *LB* "superior to other methods in numerous respects."[6]

The purpose of this study is to compare the effectiveness of two of these commonly used out-of-print book buy-

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ing methods based upon the measured statistical data. The method of checking a desiderata file against o.p. catalogs and publishing want lists in *LB* are examined here in terms of: (1) rate of success in locating wanted titles; (2) price of the book compared with the original publisher's price; (3) staff time involved in locating the titles; and (4) cancellation rate of unfilled orders. The study may be further expanded for broader generalization. However, the present investigation is limited to a study of obtaining out-of-print books which are generally needed by most college and university libraries.[7] Highly specialized research materials, rare books, and foreign language titles are not included.

Procedure

The study was conducted at Indiana State University library during the fall semester of the 1971/72 academic year. In September the file of 232 recently received requests for searching were examined, and 30 slips falling into the following categories were sorted out: (1) non-English titles and foreign publication (excluding British output); (2) rare books for special collections; (3) special reports and pamphlets; and (4) government publications. The remaining 202 slips were alphabetized and checked against the latest editions of *Books in Print, British Books in Print, Forthcoming Books,* and *Whitaker's Books of the Month and Books to Come.* A total of 27 titles were eliminated which included two duplicates, five reprinted titles, eight follow-up cancellations, and twelve which were "temporarily out-of-stock."[8] Those with no original publisher's price were searched in the proper *Cumulative Book Index* or an earlier edition of *Books in Print* to obtain the original publisher's price. Seven titles whose price could not be verified were also removed.

The selected sample of the remaining 168 titles in alphabetical order were divided into two groups by alternating titles of Group A and Group B. Group A was used as the sample for checking o.p. catalogs and Group B was utilized as the sample for the *LB* advertisement method. The eighty-four slips in Group A were kept in alphabetical order, but duplicate slips were made to file by subject areas to facilitate the search of both classified and alphabetical o.p. catalogs. At the same time a list of eighty-four titles were made from slips in Group B for the *LB* letter requesting publication. On the same day in late September, the *LB* letter was mailed out and the check of incoming antiquarian booksellers' catalogs began.

All catalogs received were examined by the writer to screen out those which were inappropriate (such as foreign book catalogs, special subject catalogs, rare book catalogs, etc.). Those remaining were given to a staff member to check against either the alphabetical or the subject file of Group A. The time spent searching was recorded and the located titles were reviewed for order. If the price was less than $20.00 and not more than three times the original publisher's price, or more than $20.00 but less than double the publisher's price, and if the condition of the book was acceptable, the title was deemed acceptable for ordering. A form letter asking that the located titles be held was immediately mailed to the dealer. This process took place within a span of twenty-four hours from the time the catalog was received in the mail. The official purchase order was sent out within four days.

The *LB* quotes for Group B began to be received in the first week of November. Their receipt continued for three weeks and then faded out. Every second day during the period, titles quoted were pulled from the Group B file and marked with the quoted source, price, date, and special condition. The

very same considerations, applied to the out-of-print catalog method, were used in deciding acceptableness of quotes. Earlier editions than specified, paperback substitutes, and books listed as being in poor condition were rejected. When more than one quote was received for a title in the same listed condition, the less expensive title was selected. A form letter requesting that titles be held was sent out immediately for all accepted quotes. The titles with an unacceptable quote were filed back with Group B for future use. At the end of November, or after the end of nine weeks from the beginning of the measurements, the searching of both o.p. catalogs for Group A and checking *LB* quotes for Group B were discontinued.

Results

During the study period of nine weeks a total of ninety-eight catalogs were checked against the Group A file, fifteen titles (and one which was beyond the set price limit) were located. The staff time required for searching totaled eighteen hours and forty minutes. Table 1 shows the number of catalogs searched and number of titles spotted per week. In the same period a total of thirty-two acceptable *LB* quotes were received, mostly during the sixth, seventh, and eighth weeks. Seventeen other titles were also quoted, but not ordered because the prices exceeded three times the original publication prices. Many titles were quoted more than once, in all a total of 124 quotes were received. Table 2 shows the number of quotes received and accepted each week.

The average price of the fifteen titles located in the antiquarian book catalogs was $6.34. Table 3 gives the cost and original prices of these titles. Table 4 is for thirty-two titles accepted from the *LB* quotes. The average price for these titles was $9.00.

The time associated with the processing of the eighty-four titles in Group A, including the preparation for searching, the searching and other activities totaled twenty-five hours and five minutes. This does not include the time taken to make the initial selection of slips, checking *Books In Print* or *Cumulative Book Index* and other tasks which were completed prior to the division of the samples into Group A and Group B. The breakdown time is shown in Table 5. All measurements were carefully preplanned; however, accurate measure-

TABLE 1

Number of Catalogs Searched and Titles Located Per Week

Week Starting	Sept. 27	Oct. 4	Oct. 11	Oct. 18	Oct. 25	Nov. 1	Nov. 8	Nov. 15	Nov. 22	Total
Number of Catalogs Searched	11	13	10	9	11	14	13	10	7	98
Number of Titles Located	4	3	4	0	1	3*	1	0	0	16*

* Includes one title not ordered

TABLE 2

Number of All *LB* Quotes and Accepted Quotes Per Week

Week Starting	Sept. 27	Oct. 4	Oct. 11	Oct. 18	Oct. 25	Nov. 1	Nov. 8	Nov. 15	Nov. 22	Total
Number of All Quotes	0	0	0	0	0	83	21	18	2	124*
Number of Accepted Quotes	0	0	0	0	0	27	3	2	0	32

* Total number of quotes which includes certain titles quoted more than once

TABLE 3

COST AND ORIGINAL PRICE OF FIFTEEN TITLES LOCATED IN O.P. CATALOGS

Title Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Price In O.P. Catalogs	15.00	8.50	3.50	5.50	6.50	7.80	7.50	8.50	3.50	3.50	2.50	8.75	3.50	7.50	3.00
Original Publishers Price	5.00	3.50	3.75	4.50	5.00	3.00	3.00	7.95	5.95	1.75	3.50	3.00	2.50	4.95	3.50

TABLE 4

COST AND ORIGINAL PRICE OF THIRTY-TWO TITLES QUOTED ON *LB*

Title Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Quoted Price	7.50	12.50	6.00	7.50	7.50	10.00	14.50	6.00	12.50	15.00	8.98	8.98	8.50	7.50	3.50	5.00
Original Price	4.00	4.95	6.00	6.50	4.00	5.95	6.50	2.50	5.00	10.50	3.50	4.00	5.00	3.50	2.50	2.50
Title Number		17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Quoted Price		6.50	8.50	6.00	14.50	15.00	8.50	8.50	8.50	10.00	8.50	12.50	7.50	8.00	5.00	9.00	10.00
Original Price		3.95	3.50	5.95	6.95	7.00	8.50	10.00	3.50	4.20	3.75	4.95	2.50	5.95	6.75	3.75	3.50

ment for some activities was not possible in practice and in such cases estimated times were used. The time required to prepare the *LB* letter, the process of handling *LB* quotes, and ordering titles in Group B is summarized in Table 6. The total time for the *LB* method was six hours and twenty-two minutes.

Thirty titles out of thirty-two *LB* quoted titles were actually received. The remaining two were cancelled on a follow-up cancellation which took place in April 1972. Of the out-of-print catalog orders, nine out of fifteen were received; five were reported "sold" or "out-of-stock indefinitely" and one was cancelled on the same follow-up.

DISCUSSION

Rate of Success in Locating Desired Titles: By carefully searching the wanted titles in ninety-eight out-of-print catalogs, fifteen acceptable titles were located. This represents 18 percent of the eighty-four titles. The success achieved by placing ads in *LB* was higher than the o.p. catalogs check method. Overall thirty-two out of eighty-four titles, or 38 percent of the titles were found. The results of this study indicate that by publishing a want list in *LB* it is possible to locate more titles than by checking o.p. catalogs; moreover, the success rate was about double. When one has certain urgently needed titles, or is ready to pay more than triple the original publisher's price, the success rate is even higher. If seventeen titles which were quoted at high prices are added to the thirty-two titles, the percentage of titles located rises to 58 percent. It is undeniable that some of the titles quoted were very expensive; however, when considering the price of reprints or photo duplication which are usually more than three times the original price, an acquisition librarian may wish to pay the high price for out-of-

TABLE 5

TIME SPENT FOR O.P. CATALOG METHOD

Activities	Measured or Estimated Time
Duplication of slips to be used for subject file	1 hour 45 min. (measured)
Classification and file of titles by subject areas	50 min. (measured)
Preexamination of catalogs (approximately 1 minute each for about 200 catalogs)	3 hours 20 min. (estimated)
Searching time (for 98 catalogs)	18 hours 40 min. (measured)
Preparation of form letters (approximately 2 minutes each for 15 titles)	30 min. (estimated)
Total	25 hours 5 min.

TABLE 6

TIME SPENT FOR *LB* QUOTE METHOD

Activities	Measured or Estimated Time
Preparation of *LB* list and letter	1 hour 10 min. (measured)
Process of *LB* quotes—to pull out quoted titles from the file, evaluation of quotes, price check, and file back nonacceptable quotes (approximately 2 minutes each for 124 quotes)	4 hours 8 min. (estimated)
Preparation of form letters (approximately 2 minutes each for 32 titles)	1 hour 4 min. (estimated)
Total	6 hours 22 min.

print books, even when an extra cost is required for rebinding.

Price of Out-of-Print Books Compared with Original Price: The total price of books found in out-of-print catalogs was $95.05 and was 1.56 times the total original price of $60.85. The total quoted price for titles listed in the *LB* advertisement was $287.96 or 1.78 times of the original price of $161.60. When considered solely in terms of the book price, checking o.p. catalogs is more economical than using *LB*. The difference in average price, however, was not critical and, if necessary, the differential could be reduced by holding the received quotes several days and comparing all the quotes.

Of course, the delay introduces the chance of losing the quoted title, especially when only one quote is received. Considering the fact that desiderata files should include only those which are urgently needed, this process is not highly recommended.

The diversity of the quoted prices for the same title with similar condition in the *LB* method is notable. One title was quoted eight times with a price ranging from $4.00 to $15.00. Quotes are based presumably on the dealer's perception of how difficult it was to obtain a particular title. Therefore, no librarian should criticize the judgment of what constitutes a fair price. On the other hand, acquisition librarians must also spend tax money as wisely as possible by paying the lowest price possible. Most dealer prices are usually reasonable, but the prices of some dealers were found to be consistently high. It is possible to establish a list of "reasonable" dealers based on an average price index for each bookseller by dividing

the average quoted price by the average original price. This is possible only when more than several quotes are received from one dealer. The index can be used as a helpful reference when there is only one quote, when original price is not known, or when handling a large number of out-of-print titles. Many sellers' indexes are more or less 1.5; however, the indexes for some dealers were found to be as high as 4.75. (However, this index should be used only as a guide, not as an absolute tool.)

Staff Time Needed to Locate Titles: The method of checking out-of-print catalogs is more time consuming than the *LB* advertisement method. The total staff time needed to locate fifteen valid titles in o.p. catalogs was twenty-five hours and five minutes, the average being one hour and forty minutes per title. On the other hand, only about twelve minutes of staff time were needed per title located by the placement of ads, or a total of six hours and twenty-two minutes for thirty-two titles. When these are converted into dollar costs, the out-of-print catalog method costs $4.17 per title, calculated on the basis $2.50 for the hourly wage of a staff member. The *LB* advertisement method costs about $.50 to locate one title. There is, however, a subscription charge for *LB* of $25.00 per year to become eligible to place advertisements. Since a cycle of the *LB* advertisement sequence takes about three months, Indiana State University library sends lists of out-of-print titles about four times a year. The service charge is then calculated at $6.25 per issue, in this study, or about $.20 per located title. When comparing $4.17 for the o.p. catalogs searching with $.70 ($.50 for wage and $.20 for subscription charge) for the *LB* method (or one hour-forty minutes per title against twelve minutes), the latter is far more favorable.

The major problem with the out-of-print catalog method is the lengthy, less productive, and tedious process of searching wanted titles against numerous secondhand book catalogs which can be compared with "looking for a needle in a haystack." The arrangement of catalogs and the different scheme of classification in subject catalogs makes searching even more difficult. Some antiquarian book dealer catalogs list titles alphabetically under broad subject fields such as economics, history, literature, etc.; while others use smaller classifications and list titles in several alphabetical groups such as American history, European history, ancient history, or modern history. Some booksellers further subdivide European history, for example, by countries, others subgroup these into centuries. It is conceivable at this time to think of storing desiderata lists in a machine-readable data file such as on punched cards, tapes, or discs. All incoming catalogs then could be converted into machine-readable form, and a computer can be used to search desired titles against received out-of-print book lists. Unfortunately, most antiquarian booksellers' catalogs are printed or mimeographed and libraries would be required to convert the printed pages into machine-readable form. This is an expensive process, and until o.p. dealers start publishing available out-of-print titles in a new form, or libraries initiate a large scale cooperative venture, the procedure is not yet a practical one.

Cancellation Rate for Unfilled Orders: A notable difference exists between the cancellation rate of the two out-of-print book buying methods. In spite of immediate notification to dealers after the decision to order, only nine titles of fifteen titles were actually received, when the o.p. catalog method was used. With the *LB* orders, thirty out of a total of thirty-two orders were received. Since out-of-print catalogs are printed by antiquarian booksellers and hundreds

of copies are distributed to libraries throughout the country, an acquisition librarian must compete with his fellow librarians who may have received the same catalog in the mail sooner. In this respect the *LB* quote method is a direct communication between a particular librarian and a dealer and is comparatively safe unless the librarian delays his response too long in the hope of receiving a less expensive quote later.

Conclusion

The result of the study shows that obtaining out-of-print books by searching o.p. catalogs requires more staff time and yields a lower success rate than advertising in *The Library Bookseller*. The cancellation rate of unfilled orders is higher in the catalog method. The higher success rate and lower cancellation rate with the *LB* method makes it more favorable than the out-of-print catalog search method.

The price of books listed in antiquarian booksellers' catalogs are generally less expensive than those quoted in *LB* advertisements. However, when considering this in relation to the much larger staff costs needed to search o.p. catalogs, out-of-print titles are obtainable at a lower cost by advertising.

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DAVID L. LEE and JANET E. HALL

Female Library Science Students And the Occupational Stereotype: Fact or Fiction?

Mass media stereotype the librarian pejoratively as compared with other professionals. In a personality comparison of a group of female library science students with a general college student norm, both groups ranked similarly. In some cases, the prospective librarians ranked more favorably than did college students.

THE NEGATIVE IMAGE OF THE LIBRARIAN has recently been exploited in mass media. For example, *Publisher's Weekly* reported on an American Motors ad which stated: "We may lose a few librarians for customers, but we think we'll gain a few enthusiasts."[1] Ironically, professional journals publish titles that also cast a negative image of the librarian. Titles such as "Has Marian the Librarian Changed?," "What Would You Do With Brighter People?" and "The New Morality and the Old Librarian" help to encourage the continuance of the occupational stereotype.[2] Sable wrote a description of the stereotype as follows:

> She's a she, wears a long, unfashionable dress down to her calves, sits at a desk in view of all library users with a crabbed, tightly pursed look upon her face. Bespectacled, hair pulled back behind her ears, she is unfailingly and eternally middle aged, unmarried and most uncommunicative. She exists to put a damper on all spontaneity, silencing the exuberance of the young with a harsh look or hiss of air . . . an ultimately pitiable figure with no outside interest.[3]

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The stereotype could be used to infer that prospective librarians would not be similar to typical college students. The validity of the occupational stereotype for prospective librarians can be tested in a comparison of their personality characteristics and those of the typical college student. Specifically, the following research question can be asked: "What are the mean differences between a group of female prospective librarians and a female college norm group on certain personality characteristics as measured by the Sixteen Personality Factor Questionnaire (16 PF)?"

METHOD

Because much literature that stereotypes librarians has lacked verification, it was deemed essential to conduct an empirical study. Group means of the 16 PF were compared between a group of female prospective librarians at the University of North Dakota and a female college norm group.[4] The means on each of the sixteen factors for these two groups was first compared by profile inspection, which showed (1) if the prospective librarians scored outside the average range of scores for the female college norm group; and (2) if the prospective librarians conformed to the occupational stereotype. This procedure

was followed by computation of unrelated *t* tests for the two sets of group means.[5] Finally, a profile similarity coefficient, rp, as devised by Cattell and Eber, was calculated to determine the degree of similarity between the two sets of profiles.[6]

The subjects consisted of forty-five female library science students enrolled at the University of North Dakota during the 1970-71 fall semester. Included in this sample were fifteen graduate students and thirty undergraduate students. The subjects ranged in age from 18 to 58 with a mean age of 25.69 and a standard deviation of 9.55. (See Table 1.)

The scales are measured by a sten score which is a standard score with equal intervals from one through ten. Based on a mean sten score of 5.50 for the female college norm group, the average scores on the profile range from 4.75 to 6.25. Scores below 4.75 would tend toward the first word listed for that factor and scores above 6.25 would tend toward the second word listed.

Results

Examination of Table 1 reveals that the mean sten scores for the subjects were all above 4.75 and this not in the direction of the low score description for each scale. (Furthermore, on thirteen of the sixteen scales, the subjects' mean sten scores were within .48 of the female college norm group mean. It appears that the responses of these prospective librarians were quite similar to the female college norm group responses.)

Table 2 shows whether prospective librarians conform to the occupational stereotype as compared to the college norm group.

A comparison of group means between the prospective librarians and the norm group revealed that there were significant differences (.01) on factors B, Q_1, and Q_2. On these scales of intelligence, experimentation, and self-sufficiency the prospective librarians scored higher than the norm group. Furthermore, Table 2 shows a profile similarity coefficient of .95, indicative of similar profiles between the two groups.

Discussion

As this study was limited to female prospective librarians enrolled at the University of North Dakota during one semester, no attempt should be made to generalize these findings to all female

TABLE 1

16 Personality Factor Questionnaire, Female Prospective Librarians
Subject Means and Standard Deviations

Factor	Low Score	Description	High Score	Subject Means	Subject Standard Deviations
A	RESERVED	vs.	OUTGOING	5.33	2.00
B	LESS INTELLIGENT	vs.	MORE INTELLIGENT	6.75	1.90
C	AFFECTED BY FEELINGS	vs.	EMOTIONALLY STABLE	5.24	1.64
E	HUMBLE	vs.	ASSERTIVE	5.62	2.34
F	SOBER	vs.	HAPPY-GO-LUCKY	5.64	1.90
G	EXPEDIENT	vs.	CONSCIENTIOUS	5.44	1.93
H	SHY	vs.	VENTURESOME	5.02	1.98
I	TOUGH-MINDED	vs.	TENDER-MINDED	5.69	2.13
L	TRUSTING	vs.	SUSPICIOUS	5.37	1.67
M	PRACTICAL	vs.	IMAGINATIVE	5.87	1.85
N	FORTHRIGHT	vs.	SHREWD	5.16	1.97
O	SELF-ASSURED	vs.	APPREHENSIVE	5.71	1.53
Q_1	CONSERVATIVE	vs.	EXPERIMENTING	6.49	1.70
Q_2	GROUP-DEPENDENT	vs.	SELF-SUFFICIENT	6.38	1.79
Q_3	CASUAL	vs.	CONTROLLED	5.31	2.27
Q_4	RELAXED	vs.	TENSE	5.91	1.86

TABLE 2

MEANS OF DIFFERENCE AND T TESTS BETWEEN FEMALE LIBRARY SCIENCE STUDENTS (N = 45) AND THE COLLEGE FEMALE NORM GROUP (N = 1012)

Factor	Means of Difference	t	p Level
A	−.17	−.55	ns
B	1.25	4.25	.01
C	−.26	−1.02	ns
E	.12	.34	ns
F	.14	.48	ns
G	−.06	−.20	ns
H	−.48	−1.57	ns
I	.19	.56	ns
L	−.13	−.50	ns
M	.37	1.29	ns
N	−.34	−1.12	ns
O	.21	.88	ns
Q_1	.99	3.76	.01
Q_2	.88	3.17	.01
Q_3	−.19	−.55	ns
Q_4	.41	1.42	ns
	$^tD^2 = 4.24$		
	rp = .95		

Note—The signs on means of difference indicate the direction of scores from the college female norm group mean of 5.50.

prospective librarians or to all departments of library science.

Since the mean scores for the subjects on thirteen of the sixteen scales were within the average range and the mean scores for the other three scales were in a favorable direction above the average range, it is evident that the occupational stereotype failed to receive any support from the results of this study. Rather, in contrast to the occupational stereotype, this group of library science students was *not* found to be more rigid, conscientious, conventional, conservative, tense, or less intelligent and less stable than the college female norm group. In addition, three scores on the scales which revealed statistical differences between the groups (More Intelligent, Experimenting, Self-Sufficient) were favorable to prospective librarians.

Interpretation of these results seems to indicate that further empirical study could compare occupational group profiles and to ascertain the validity of assumptions regarding occupational stereotypes. Future research could concentrate on larger samples of both sexes from a wide geographical distribution and also include people working in occupations as well as prospective workers.

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JEROLD NELSON

Faculty Awareness and Attitudes Toward Academic Library Reference Services: A Measure of Communication

A survey of the faculties at six colleges was undertaken to measure the degree to which the libraries of those institutions were communicating with the faculty concerning the availability of various references services. The results demonstrated that the average faculty member was aware of barely half the services actually available. Variables of academic rank, length of teaching, and amount of library and reference use were some of the factors shown to affect faculty awareness of library service.

COMMUNICATION BETWEEN THE FACULTY and the academic librarian seriously affects the functioning of academic library service. Without adequate communication between these parties, the library's goals of educational service cannot be fully realized, the instructional and research needs of the faculty cannot be fully realized, the instructiondent cannot benefit fully from the resources for education and enlightenment that the academic library has to offer. Whatever the quality and quantity of services provided by the library for faculty and students, those services will lack effectiveness if their availability is not made known.

Communication between librarian and patron, although a critical problem, is not extensively covered by the literature of librarianship. Most literature, dealing with this topic, however, only implies the existence of obstacles to effective communication between the academic librarian and the faculty. For example, Knapp, in her study of one liberal arts college library, found a "widespread lack of understanding or, at least, consensus among faculty and staff about what a library can and should contribute to the college—indeed, about what a library is."[1] During her work at Monteith College, she indicated that librarians in the program were never freely accepted by the teaching faculty as members in the teaching process, a failure she partially blamed on problems of communication.[2] De Hart's experiment in providing specialized information services to the faculty did not succeed because librarians and faculty members were unwilling to discard preconceptions; some would not even discuss the subject.[3] Schumacher's analysis of a *Small College Information System* reported that "faculty . . . appear to be generally unaware of current library holdings and services and of how best to make use of (those) facilities and services."[4] Leonard and his associates discovered that faculty members at Colorado colleges and universities fre-

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quently thought that libraries should make greater efforts to "publicize services available to faculty (members) . . . and to explain what these services entail."[5] Lawson's study of university reference services reported that the library's failure to publicize the availability of reference activities resulted in limited demands from the faculty for the activities.[6]

Although these cases suggest problems in communication, there exists a lack of evidence necessary to evaluate the extent of such problems, as well as a method to measure levels of faculty-librarian communication.

Methodology

Faculty members were questioned about the availability of reference services at their college library; their knowledge was assumed to be based on direct or indirect communication with librarians at the college. Six institutions were selected from the California system of state colleges and universities: all had similar academic objectives, similar levels of resources and formulas for resource allocation, and a similar range of reference services. One thousand sixty-seven faculty members, representing a 30 percent random sample from the full-time faculties of the college, were sent a questionnaire listing thirteen reference services, eleven of which were offered by each of the libraries on a regular basis (see Table 1). For each service, the respondents were asked to indicate either (1) that the service was available, (2) that it was not available, or (3) that they did not know the status of its availability. A negative or "don't know" response for the eleven available services or a positive or "don't know" response for the two services not offered was taken to show inadequate communication between the library and the faculty.

Seventy-three percent of the corrected sample returned the questionnaires.[7] Available descriptive characteristics of the respondent and nonrespondent groups, including discipline, academic rank, and years of service at the institution, were compared and tested by the chi-square method.[8] There were no significant differences and the response was accordingly accepted as a fair representation of the entire sample. Since the distribution of awareness data approximated a normal curve, the mean was selected as an appropriate measure of central tendency.

Findings

Tabulation of survey data (Table 2) provided the following information.

(1) The sample's overall mean awareness score (M.A.S.) of 6.2 significantly represented less than half of the thirteen services listed.[9]

(2) Faculty from the humanities and from education had a higher level of awareness than faculty from other teaching areas, but their superiority is statistically significant only in comparison to the science group, which rated lowest.

(3) According to the data, level of awareness is directly related to faculty rank, although the difference in M.A.S. between full and associate professors was not statistically significant.

(4) Faculty who indicated at least weekly use of the library's reference services had a higher M.A.S. than those who used the services less frequently. Even a moderate use of reference services (1–2 times per month) produce a greater than average awareness of their availability. The small group with a high level of reference use had a mean awareness that was much higher than any subgroup in the study (M.A.S. = 7.8).

(5) The M.A.S. of faculty who had served on at least one committee dealing with library affairs was higher than the M.A.S. of those who had not served.

(6) Faculty who had been teaching

TABLE 1

SUMMARY OF RESPONSES BY FACULTY TO QUESTIONNAIRE ON REFERENCE SERVICES (N = 694)

Classification of Service	Reference Service Provided	Yes	No	Don't Know	No Response
		%	%	%	%
Education—General	Advice and Assistance in Use of the Library	95	1	4	1
	Library Bulletins and Handbooks	74	10	14	2
Education—Special	Library Instruction for Classes	65	3	31	1
	Lists of Reference Sources for Specific Classes	17	14	68	1
	Bibliographies for General Distribution	38	26	34	2
Information—Materials	Vertical Files	40	7	52	1
	Interlibrary Borrowing	85	2	13	1
Information—Questions	Answer to a Factual Question	61	6	32	1
	Answer to a Factual Question—Phone	36	8	55	1
	Answer Requiring a Search	22	14	62	1
	Answer Requiring Information from Outside the Library	40	9	51	1
Information—Special	Demand Bibliographies (not regularly available)	7	22	70	1
	Literature Search (not regularly available)	5	21	73	1

TABLE 2

FACULTY MEAN AWARENESS SCORES (SCALE = 0-13)

Category	Mean	Standard Deviation	No.	Category	Mean	Standard Deviation	No.
OVERALL	6.2	2.4	663	BY LIBRARY USE			
BY TEACHING AREA				More Than Weekly	7.1	2.4	212
Humanities	6.5	2.4	163	3-4 Times per Month	6.4	2.1	206
Education	6.5	2.5	108	1-2 Times per Month	5.6	2.3	185
Applied Arts & Sciences	6.3	2.4	134	Rarely or Never	4.2	2.3	55
Social Sciences	6.1	2.3	161	BY COMMITTEE MEMBERSHIP			
Sciences	5.6	2.7	97	Members	6.9	2.4	237
BY FACULTY RANK				Nonmembers	5.9	2.4	423
Professor	6.9	2.2	209	BY LENGTH OF SERVICE			
Associate Professor	6.6	2.6	191	10 Years or More	7.2	2.1	198
Assistant Professor & Instructor	5.4	2.2	263	4-9 Years	6.2	2.4	293
BY REFERENCE USE				1-3 Years	5.2	2.4	168
More Than Weekly	7.8	2.3	61	BY COLLEGE			
3-4 Times per Month	7.1	2.3	104	College *A*	6.8	2.4	114
1-2 Times per Month	6.7	2.3	207	College *B*	6.3	2.4	172
Rarely or Never	5.3	2.2	283	College *C*	6.2	2.4	139
				College *D*	6.0	2.4	104
				College *E*	5.9	2.4	76
				College *F*	5.8	2.6	58

at the college for at least ten years had a higher M.A.S. than those who had taught for a lesser period; level of awareness varied directly with length of service at the college.

(7) The data indicated that the six colleges, all similar in function and all under a highly centralized state system, demonstrated a range of awareness levels. Some libraries in the sample seem to be more effective in communicating the availability of services to their faculty clients. One college, designated here as College *A*, had a M.A.S. substantially higher than any of the other colleges. Differences in M.A.S. among the other colleges were not statistically significant.

In general, the most widely recognized

educational service of the library was the providing of advice and assistance in the use of the library. Ninety-five percent of the respondents were aware that this service was available (see Figure 1). The most widely recognized informational service was the interlibrary borrowing activity, with an awareness response of 85 percent. The least widely recognized of the available services was the educational service of providing reference source lists tailored to specific class requirements (17 percent) and the informational service of answering questions that require a search for the answer (22 percent). Other services ranged widely between the extremes.

One variable which accounted for some of the observed variation seems to be level of faculty need. Many faculty feel a more intimate need for the service of interlibrary borrowing than for lists of reference sources tailored to specific classes for student use, and they inform themselves accordingly. Universality of demand for a service and the ease with which it can be provided also seem to affect awareness. Advice and assistance in the use of the library rates high on both counts.

Moreover, a combination of poor communication with a low level of refence activity seems to lower awareness of some services. Self-evident services (see Table 3)—advice and assistance in library use, interlibrary borrowing, and the distribution of library handbooks and bulletins—maintain a higher M.A.S. than do services which require some deliberate act of communication, either as a request for information by the faculty or as an announcement of availability by the library. Although level of need, universality of demand, and ease of provision, complicate the effect of this distinction by communication, the evidence furnishes at least minimal support for the inference that as an act of communication becomes more of a requirement, knowledge of the availability of a service tends to diminish. That inference, in turn, supports the basic premise of the investigation, that communication is less than adequate between the faculty and librarians in academic institutions.

The findings also revealed the relative degree to which the various colleges succeeded in communicating the availability of the services they claimed to offer: each library had special success in communicating certain services. Table 4 indicates that College *A*, with the highest M.A.S., ranked from first to fourth among the colleges with respect to awareness of individual services. College *F*, with the lowest M.A.S., in one case achieved a tie for a highest awareness ranking, and it ranked second in awareness for another service. College *B*, with the second highest M.A.S., ranked sixth in four of the eleven categories. This information seems to suggest that the libraries tended to emphasize various categories of service. Faculty members at College *A* were particularly aware of all the services that fell into the category of providing information. Its library and reference staff seem to have been active in promoting what Rothstein has called a maximum level of reference service.[10]

The survey also furnished information about faculty attitudes toward the utility of the services listed. Respondents were asked to indicate the degree to which they considered each service to be desirable, whether they thought the service was currently available or not. A majority of respondents expressed a favorable attitude toward each of the available services (see Table 5). Faculty members were least likely to react favorably to the specialized information services not currently being offered by the libraries on a regular basis, and toward the provision of lists of reference sources for their classes. Marginal comments appended to some questionnaires further explained the nature of facul-

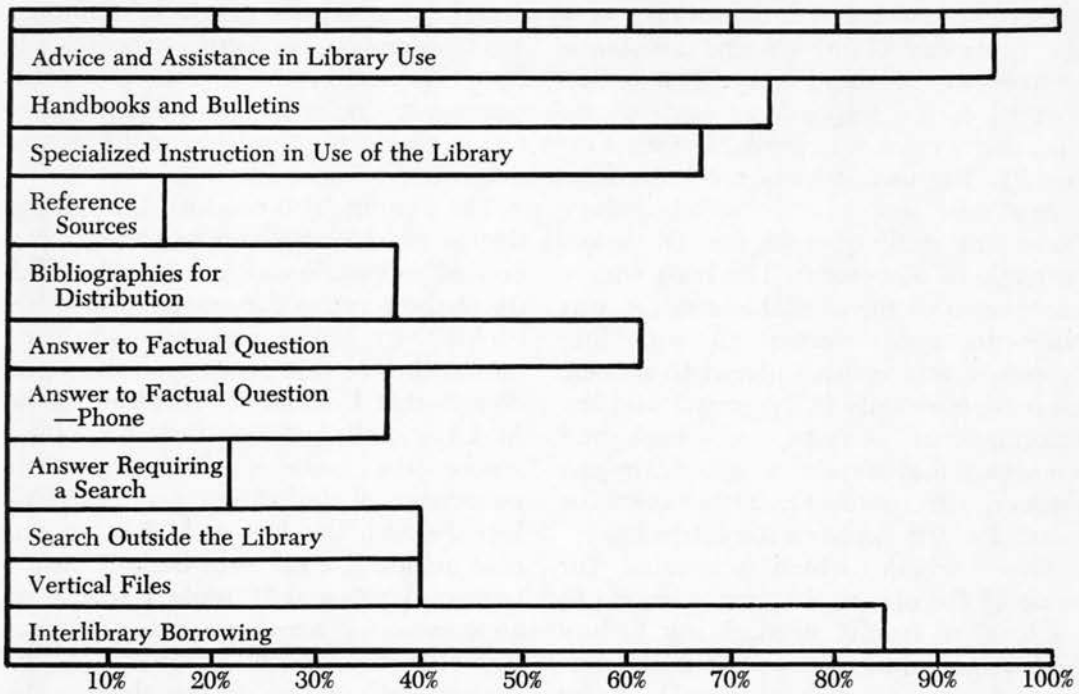

Fig. 1
Overall Faculty Awareness of Eleven Available Services (N = 694)

TABLE 3

CLASSIFICATION OF REFERENCE SERVICES BY MODE OF COMMUNICATION

Classification of Service	Category of Service	Level of Awareness
		%
SELF-EVIDENT SERVICES		
Basic Services	Advice and Assistance in the Use of the Library	95
	Interlibrary Borrowing Service	85
Services Made Self-Evident by Distribution at Library Service Points	Library Bulletins and Handbooks	74
	Bibliographies for General Distribution	38
SERVICES WHICH MAY OR MAY NOT BE SELF-EVIDENT	Maintenance of Pamphlet and Other Vertical Files	40
SERVICES WHICH REQUIRE AN ACT OF COMMUNICATION TO ANNOUNCE THEIR AVAILABILITY	Library Instruction for Classes	65
	Answer to a Factual Question	61
	Answer Requiring Information from Outside the Library	40
	Answer to a Factual Question—Phone	36
	Answer Requiring a Search	22
	Lists of Reference Sources for Specific Classes	17

ty objections to certain services. The objections centered around two points. (1) Several respondents considered the question of the cost versus the potential benefit of specialized services. "I could agree on all the above 'shoulds' if the budget were no problem." "If I were to complete this questionnaire to reflect my desires rather than my realistic assessment of the current library and budget-

TABLE 4

AWARENESS OF INDIVIDUAL SERVICES—BY COLLEGE

Service	By Rank						By Percentage						
	A	*B*	*C*	*D*	*E*	*F*	*A*	*B*	*C*	*D*	*E*	*F*	Overall
							%	%	%	%	%	%	%
Advice and Assistance	3	2	1	5	3	6	95	96	97	93	95	90	95
Bulletins and Handbooks	4	3	1	5	6	1	64	82	85	63	59	85	74
Library Instruction for Classes	1	5	3	6	2	4	74	59	70	58	71	60	65
Lists of Reference Sources for Classes	4	5	2	3	1	5	16	13	20	18	21	13	17
Bibliographies for Distribution	3	1	6	5	4	2	31	60	25	27	28	53	38
Answer to a Factual Question	1	6	3	2	4	4	76	53	58	68	55	55	61
Answer to a Factual Question—Phone	1	6	5	4	2	3	48	28	34	36	39	37	36
Answer Requiring a Search	1	6	3	5	2	4	37	16	21	19	24	20	22
Answer Requiring Information from Outside the Library	1	6	2	3	5	4	60	33	38	37	34	35	40
Vertical Files	1	2	3	3	5	6	48	46	41	41	26	25	40
Interlibrary Borrowing	1	2	5	3	3	6	96	87	80	83	83	75	85

TABLE 5

SUMMARY OF ATTITUDE RESPONSES TO INDIVIDUAL SERVICES (N = 668)

Classification	Service	Favorable Attitude	Unfavorable Attitude	No Response
		%	%	%
Education—General	Advice and Assistance	89	1	10
	Bulletins and Handbooks	87	5	8
Education—Special	Library Instruction for Classes	81	10	9
	Lists of Reference Sources for Classes	54	38	8
	Bibliographies for Distribution	66	26	8
Information—Materials	Vertical Files	70	20	10
	Interlibrary Borrowing	89	2	9
Information—Questions	Answer to a Factual Question	81	11	8
	Answer to a Factual Question—Phone	71	21	8
	Answer Requiring a Search	60	31	9
	Answer Requiring Information from Outside the Library	77	14	9
Information—Special	Demand Bibliographies (not regularly available)	45	48	7
	Literature Search (not regularly available)	43	50	7

ary situation . . ." "I would like to have these services, but when it comes to money to pay for them, I would rather put the money into other things. . . ." (2) Others questioned the capability of the librarian to satisfy their serious information needs. "I feel only the user can discriminate and select." "The researcher should be (looking up specific questions) for he has the judgment to interpret the information." "I . . . would not trust any bibliographic . . . work conducted by library reference people as being complete. . . ."

Despite these kinds of reservations, however, the number of people who approved of a service was larger than the number who had known the service was already available for every service except the basic activity of providing assistance in the use of the library. The minimal inference to be drawn from this is that for nearly every service, there were individuals who desired the

service without knowing that it was already being offered.

Summary and Conclusion

This study demonstrates that the average faculty member who responded to the questionnaire was aware of only 50 percent of the reference services available to him from his college library. Variables of academic rank, length of service at the college, service on committees dealing with library affairs, and amount of library and reference use were all related directly to degree of awareness. Surprisingly, social scientists showed a relatively low level of awareness. Intuitive estimates of potential friends for the library among members of the faculty have usually rated social scientists highly.[11] Follow-up interviews with a small sample of respondents did suggest that social scientists tended to be more critical of librarians' performance than were faculty members from the humanities; it was not clear, however, whether their dissatisfaction resulted from a higher level of information need and expectation or whether librarians actually performed less competently in the area of the social sciences.

Although academic libraries which are closely related in mission and in resource allocation might tend to define and to execute their responsibilities in similar fashion, an exceptional institution, with the same resources and constraints, may demonstrate the capacity to discharge its defined responsibilities with greater effectiveness. In this case, the library of College *A* indicated a special capacity for successful communication with the faculty, a capacity that cannot be explained simply in terms of greater resources. The analysis of awareness of individual services (Table 4) indicated that the library of College A was also more successful than others in promoting information services requiring maximum level of reference service. Furthermore, it was more successful in bringing to the attention of the faculty those services requiring communication to be announced. Follow-up interviews indicated that College *A* librarians were the most active of the group in book selection and collection development, and both librarians and faculty interviewees agreed that this was an important common concern. Both faculty members and librarians from College *A* spoke enthusiastically of a tradition of public service that had been promoted by the library administration from the time the college had been founded. Finally, librarians from College *A* seemed to display a higher degree of personal initiative than did other librarians in establishing and in maintaining contact with faculty members.

Although College *A* did appear to be most effective in promoting awareness for the low visibility services, certain services were still not well known at any of the colleges, particularly those services surpassing the superficial and the commonplace. This low level of awareness has partially been a product of a low level of library activity in providing specific services energetically on a day-to-day basis. Also, low awareness has probably been the result of a low level of faculty confidence in the competence of librarians. With emphasis on the low awareness services, it seems that librarians have not realized the potential available to them for communication and for consistent and confident performance.

Given the range of responsibilities of many academic reference librarians, such realization is no easy task. The problem is complicated by those academic library administrators who have assigned low priority to questions of communication, and even to questions of public service, in their genuine (and justified) concern for the acquisition and organization of the masses of information that are currently threaten-

ing to overwhelm us. The result seems to be that some academic libraries are slighting a share of their responsibility to the individual client who is the ultimate rationale for most of the library's activities.

In this study, the faculty has indicated that it desires a full range of services. If the library is to maintain and enlarge services, librarians must be prepared and encouraged to exercise initiative in using more library resources to promote available services as well as to provide them consistently, competently, and vigorously. A first step should be to establish channels to communicate the availability of services to the faculty. The principal burden of responsibility for that communication resides with the academic library and its corps of librarians.

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7. The original sample of 112 faculty members no longer qualified as part of the survey population, usually because they had left the college during the preceding year.
8. All tests of statistical significance were carried out at an alpha level of .05.
9. This finding is less conclusive than it might have been because of complications introduced by the two services on the list not regularly offered by the libraries. It is likely that some respondents did receive those services on an individual basis and were therefore justified in providing an affirmative answer with respect to them. A retabulation excluding responses to the two services in question produced an overall M.A.S. or just over 50 percent (M.A.S. = 5.8 on a scale of 0-11).
10. Rothstein, "Reference Service: The New Dimension in Librarianship," in *Reference Services* (Hamden, Conn.: Shoestring Press, 1964), p.40.
11. See, for example, Knapp's recent suggestion that social scientists might be singled out as being particularly sympathetic toward working with librarians to provide education in the use of the library for students. She suggests that many social sciences rely heavily on the library as a source for data and they also do not often have independent programs for developing library competence for their students. Knapp, "The Library, the Undergraduate and the Teaching Faculty," a paper presented at an Institute on Training for Service in Undergraduate Libraries, sponsored by the University Library, University of California, San Diego, August 17–21, 1970. Available from ERIC (Ed 042 475).

Letters

To the Editor:

W. A. Moffett's article "The Academic Job Crisis . . . ," (*CRL*, May 1973), warrants special attention.

Indeed, academic libraries should seize the opportunity of today's job market and recruit librarians with Ph.D.s as subject specialists or otherwise. The Ph.D. remains the major distinguishing factor in the academic community between the librarian and the teaching faculty. Special efforts to bridge this gap will certainly enrich and upgrade the profession as a whole. Furthermore, the new recruits will provide an impetus for the librarian's drive for full faculty status with all its rights and responsibilities.

However, a word of caution should be in order here. In recruiting Ph.D. candidates, one should be reasonably sure to see first that they are of outstanding caliber and second to assess carefully the degree of their commitment to the library profession. Libraries should not serve as a stepping stone to teaching positions. This could be partially demonstrated by the candidate's willingness to obtain an MLS in addition to his subject specialty. An MLS degree should not be sacrificed as it offers the education that is basic to the library profession.

One may argue the need to revise the library school curricula not only to accommodate the new breed of librarians but to meet the continuous changes in the academic community.

Jalal Zuwiyya, Librarian
State University of New York at Binghamton

To the Editor:

Mr. Moffett's article in the May *CRL* was prefaced by a call for comment on the question of whether a library degree was important for a subject specialist Ph.D. This note, delayed by my vacation, offers one response.

My own feeling is that this question was answered fully and fairly by Phyllis A. Richmond in her article, "The Subject Ph.D. and Librarianship," in *CRL* for March 1957, p.123 ff. Rather than summarize this article, I earnestly invite your attention to it. It is clear, coherent, and cogent; indeed, I wish I had written it myself. In it, Ms. Richmond shows that "the library school provides some very essential knowledge which the Ph.D., for all his lengthy training, lacks" (p.124).

For the record, my own background is B.A. Yale (Honors English), M.A., Ph.D. Princeton (Medieval & Ren. English), and M.S. Columbia (Lib. Serv.).

C. Roger Davis
North American Bibliographer
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To the Editor:

W. A. Moffett's article, "The Academic Job Crisis" (May *CRL*) is thoughtful and well presented, but far from definitive. My comments and questions are presented more or less at random. No originality is claimed for them, and no answers may be possible for some of the questions at this time. If they keep the discussion going, they will be serving their purpose.

Moffett's article about bringing in subject specialists from the academic world into the library in order to improve library service begs the question as to how good or bad current library staffs are. If library staffs are inadequate, is the fault to be found in the education of librarians, the quality of people who become librarians, or is it due to unfortunate organization of the individual library and the profession so that librarians are not placed properly and are not free to function according to their ability?

How much subject knowledge should the subject specialist have minimally and how much librarianship does he need? Is it

easier to send a librarian to school to keep up with a subject, or to send a subject specialist to school to learn librarianship? Assuming that university librarians should have two master's degrees, does the doctoral dissertation make one a better librarian? Does teaching experience? How will the salaries of the new subject specialists compare with those of library school graduates? Can the library hang on very long to Ph.D.s unless they get good salaries, in case the academic job market should improve? Does that mean that library school graduates will continue to get the disgustingly low salaries they now get, or will their salaries be raised? Will libraries develop a caste system, with subject specialists not speaking to catalogers? Will the M.A.L.S. degree be a hindrance to promotion, as some paranoiacs now claim it may be?

I have a hunch, and only a hunch, that the typical academic library is a hierarchy much too old-fashioned and rigid, that librarians have far too little mobility, that it is difficult for the librarian to participate to the best of his ability in academic and professional affairs, and to make a name for himself, and that it is therefore much easier for the academician to get the more glamorous library positions of subject specialist or administrator than it is for a librarian to achieve status. A recent job announcement calls for 10 years' experience in a university library. One can get to be governor or an industrial executive with less experience.

There is no question but that many librarians in the past were mickey mouse people, satisfied with mickey mouse positions. When Archibald MacLeish came to the Library of Congress, he found nonlibrarian Jerome Wiesner much more interesting to talk to than the trained librarians on the staff. Some of these weak sisters—I apologize for the term—may still be around, but the newer crop of librarians seems to have better intellectual, educational, and personal qualifications. Professional work in a library demands a high degree of all of these, and should be judged individually and not on the basis of formal degrees and experience.

Libraries are not static. Library people should have mobility, both within the library world and within related professions. They must have the opportunity to grow by taking courses, workshops, or by informal means, just like other professionals. The Ph.D. coming into the library will probably profit from some library courses, but may have no need for a library degree. The good academician should be allowed to chart his own course.

The academic library is a complex institution, like the multiversity, the hospital or the space program, which employ many professions. Not everybody working in the library has to be a librarian. It is more important to get the best people and give them a chance to do their job.

John Neufeld
East Lansing, Michigan

To the Editor:

In the May issue of *CRL*, Dr. Moffett feels that the academic job crisis is a potential boon for the library profession because libraries may now be able to recruit unemployed nonlibrary Ph.D.s. As an academic library director with a biology Ph.D. and a library M.S., I am responding to the editor's request for opinions on Dr. Moffett's article.

I agree with the author's assumption that a subject Ph.D. and related experience can be very helpful in improving relationships between the librarian and the rest of an academic institution. I find that having the degree both promotes a feeling of equality between the parties and, in addition, gives the librarian insight regarding the needs of the teaching and research interests.

I do not agree, however, with Dr. Moffett's suggestion that libraries should seek Ph.D.s directly from the subject disciplines because this implies that a library degree is superfluous. I have found my library M.S. to be an important asset for at least three reasons. First, it denotes to my institution's M.D.s and Ph.D.s that I should be more qualified than they to comprehend and deal with library matters. Without this sign of formal education, they would consider that my only possible claim to superior library expertise might be some practical experience shelving books. Next, the masters degree allows me to maintain a normal professional relationship with other librarians by indicating to both me and them that I

have gone through an accepted library training regimen and thus, presumably, am as competent as they to discuss the subtleties of librarianship. Finally, the coursework and personal contacts that were associated with attending library school have given me a nucleus of information and acquaintanceships upon which to build while developing my library and expanding my professional interests.

I think Dr. Moffett's article is useful because it focuses attention upon forces which are raising the normal educational requirements for librarians. No sooner has the library bachelors degree been virtually supplanted by the masters than the doctorate is now becoming increasingly common in library circles. The job shortage, of course, accelerates this trend by providing library schools with more and better qualified applicants.

I believe, however, that the author is needlessly worried about the ability of and, in fact, the desirability for library schools to respond to his so-called challenge by altering curricula and currying Ph.D.s. The same subject matter that is useful to a recent B.A. is similarly needed by a Ph.D. with no library background, so why should a graduate library program give special consideration to such Ph.D.s?

Also, rather than launching a recruitment drive to snare jobless Ph.D.s I think the schools should, instead, be extra cautious to guard against accepting Ph.D.s who are merely marking time until jobs become available in their subject areas. A Ph.D. who is interested in a library career presumably would be sufficiently familiar with her or his own institutional library to seek out its director and find out how to prepare for a role in the library profession.

Finally, it should be noted that Dr. Moffett extrapolates from the specific advantages of having Ph.D.s as academic librarians to the generalization that recruiting Ph.D.s would be a good thing for librarianship as a whole. Because nonacademic (e.g., school, public, government, and special) library positions greatly outnumber those in academic libraries, it would be regretful if library schools were to so favor Ph.D. applicants that these highly-educated scholars would culminate their library education by vying for the privilege of running a circulation desk in a small town library.

Donald J. Morton
Director
University of Massachusetts Library
Worcester

To the Editor:

W. A. Moffett's article in *CRL* for May 1973 ("The Academic Job Crisis: A Unique Opportunity, Or Business as Usual?") sets out what ought to be, for librarians in a position to hire other librarians, a nonproblem.

That there are large numbers of persons with Ph.D.s marauding around America need concern librarians only to the extent that such a phenomenon dismays the average citizen.

It would be a happy conjunction of circumstances should individuals holding doctorates in fields of use to academic libraries actually find employment in such institutions. But these persons ought properly to have degrees in library science.

It's important to have the proper measure of respect for the Ph.D. degree. The possession of a doctorate doesn't grant the franking privilege or allow its holder to enter my room unannounced, and it would make little sense to elevate the degree to the point where we are willing to relax library standards to accommodate such people into our ranks so that, and this is the final irony, our own positions vis-à-vis the teaching faculty might be enhanced.

What we ought to get in the habit of doing is not recruiting Ph.D. subject specialists into libraries but rather into library schools.

I think the answer to Moffett's article lies in reconciling the elements of his title. The academic job crisis *is* very likely an opportunity for libraries to hire highly-degreed persons and in so doing to strengthen the profession and help take the unemployed off the streets. But libraries, in their own best interests, and in the interests of their clientele, ought to insist that these subject-specialists hold MLS degrees from ALA accredited library schools. Which is business as usual.

One has respect for E. M. Forster's admonition: "Only connect." But when, with whom, and under what circumstances is

more than a quibble, the mastery of these matters is the implied significance of the command.

Milo G. Nelson
Humanities Librarian
University of Idaho Library

To the Editor:

Leo N. Flanagan, in his article "Professionalism Dismissed?" (*CRL*, May) presents a well-reasoned argument for his case that librarianship, as it exists now, is not a profession. What I cannot accept, however, is his proposed solution. Mr. Flanagan seems to feel that a "deeper and longer library-school education" would help librarians to "make themselves professionals." Yet, most librarians, unlike doctors, lawyers, or even teachers are forced to work within hierarchically-organized bureaucratic institutions. New professionals working in these institutions are expected to conform to the norms and implement the policies and programs which have already been formulated. Often a questioning of these practices or policies is considered a mark of disloyalty.

Since librarians cannot open their own practices or form partnerships with a few congenial colleagues (unless one of them happens to be a millionaire) they are constrained to operate within systems which often seem to have been designed to keep the librarians, the clients, and the materials as far apart as possible. Unless library schools can discover and then teach a method for new professionals to effect the change that they know is needed from the point at which they enter the profession (usually the bottom of an institution) it will be fruitless for them to fill the curriculum with more and deeper knowledge about what "should be" or even "could be."

As Wasserman says so well in his latest book, *The New Librarianship: Challenge for Change*, the need for change must be acknowledged at the top of the professional hierarchy before the profession can be upgraded in the ways that both Mr. Flanagan and I would like to see. No amount of education for new librarians will change that fact.

Gayl E. Koster
Philadelphia, Pennsylvania

To the Editor:

In reference to "Professionalism Dismissed," by Leo N. Flanagan in the May *CRL:*

If Mr. Flanagan is so sure that librarianship is not a profession, why did he enter the field? Perhaps he is disgruntled at some happening or injustice which he encountered while a student.

The old adage, "Publish or Perish," is one of the reasons there is a "pollution of information" in various journals and periodicals. The professional fears that if he does not publish, he will lose status or be passed over for advancement.

The current trend in librarianship is to put public relations and service as the main priorities in any library. It is the assumption of this writer that librarianship is a profession. Most professional librarians are interested in providing service for their clientele. The true professional seeks to service his patron, anticipate his needs, provide for his future needs, and develop ways to attract potential patrons.

Whether I am considered a professional by Mr. Flanagan has little bearing on my functioning as a professional librarian. Many of us in the field, who have graduated from accredited A.L.A. schools of librarianship are more interested in service and public relations than the pros and cons of whether librarianship is a profession. We *know* it is a profession.

(Mrs.) Margaret Fisher Clifton
Librarian
Camp Lejeune Dependent Schools
Jacksonville, North Carolina

To the Editor:

Since Ellsworth Mason left Hofstra University, the librarians here have become deeply involved in A.A.U.P. negotiations. The writer of this letter is serving as the elected library representative on the A.A.U.P. steering committee as well as on various fact-finding subcommittees of the negotiating team. He thus feels somewhat qualified to comment upon Dr. Mason's well-known editorial and subsequent letters to *CRL.*

To be sure, librarians at Hofstra are presently not required to terminate if tenure is

denied. It is also true that our tenure period is ten years long! Also, one cannot help but wonder which of us would be willing to remain as part of a staff which has chosen to reject that person for tenure. Is not refusing to abide by a more rigorous and considerably shorter tenure requirement akin to killing the patient rather than curing the disease? If true academic tenure is something towards which librarians ought not to strive because of its inherent faults, is it not better to change the system rather than to ignore it in the hope that it will go away? Professor Wilkinson's comment in the May issue of *CRL* that librarians "be free to speak their minds on controversial issues" is one of those axioms which (among others) stands at the crux of the tenure issue, especially for librarians.

All of us at Hofstra are gratified that Dr. Mason does "earn far more than the faculty." However, at a lesser distance from the bottom than Dr. Mason is, the picture appears rather different. In my capacity as A.A.U.P. library representative I have had numerous occasions to examine library pay scales and make comparisons between those of library-faculty and teaching-faculty. That there is a significant difference should come as no surprise since I am sure that this situation pertains on other campuses. The difference becomes worse when the twelve month work year versus the nine month work year is taken into account. It is disquieting in the extreme not to be able to join TIAA-CREF because one cannot afford the monthly deductions.

I too find librarianship "varied and exciting." It is, to me, among the most stimulating professions that one can aspire to. Yet I do not believe that it is either right or proper for those who must go through the same standards as teaching-faculty to be permanently placed in the ranks of second-class citizens; a situation which, in spite of our telling ourselves how good we are, will continue as long as we refuse to accept the responsibilities of full faculty rank tempered with a clearer understanding of the librarian's true academic role. Tenure, rank, and salary must be earned. But kindly allow those of us who wish to earn these rewards to do so without having to join the continuous migration from one library to another.

Alan R. Samuels
Reference Librarian
Hofstra University Library
Hempstead, Long Island, New York

To the Editor:

I would like to respond to your May 1973 editorial "ALA—Is it time for an Alternative?" Yes it is time and probably has been for years. I am no longer a member of ACRL, since I chose not to belong to ALA. I objected to a dues structure that seemed exorbitant for an underpaid profession and offered very little in return. Moreover, I did not like the slice of the pie that was being dispersed to ACRL and LRTS. Granted, these were the only divisions I personally cared about, but the proportions were hardly equitable in view of size and appetite of these divisions.

Last year at Chicago I asked with a mixture of both whimsy and malevolence whether I could make out my $40 check to ACRL, I was informed that I could not. Last year I spent my $40 on ALA, I did not this year. Quite honestly the only reason I would join ALA again would be to have a vote that would get ACRL out of ALA.

ACRL as a totally new organization, independent and shaping its own destiny is the solution. I feel we could tend to our own affairs with a great deal more care and attention than that which was allowed us by ALA.

From the matter of ACRL's budget to the areas of support in the battles for academic status and federal funding an independent ACRL would be more responsive. I will also get satisfaction from disassociating myself from an organization that raises its budgetary demands when the members of that organization are experiencing a tremendous budget crunch. Delight will also come from disassociating myself from an organization in which I have no confidence.

ALA perhaps has ceased to fulfill the needs of ACRL because of its size. Juggernauts when they have become too large can no longer roll freely; and ALA has be-

come, over the years, a juggernaut that has grown and grown only to be stopped by its size. The momentum is gone and inertia has set in. Those that suffer are the individual divisions which need active and innovative programs.

By whatever name it adopts ACRL, AAL etc. we would collectively be better for the venture. The time to do this is now!

L. S. Strohl
Technical Services Librarian
Roger Williams College
Bristol, Rhode Island

To the Editor:

My conclusions upon having read McAnally and Downs (*CRL*, March 1973) are that library administration should be all the more challenging and worthwhile, because "The new type of leadership within the library requires that [the director] be a leader and not merely an authority" (p. 123) and that many of the changes in the milieu of the director should have occurred years ago.

It is interesting to note that stresses in a library are a major reason for the resignation of many directors. Any director who views librarians as professionals should not be surprised when they demand the autonomy that generally characterizes members of professions. More aggressive behavior (including unionization when necessary) by librarians and support staff years ago might have made the library world a far better one than it is. It would certainly have ensured a greater division between professional and other duties, which in turn makes it more probable both elements of the library staff would be suitably compensated. The situation that leads fastest to disharmony is one in which librarians and clerical staff members do the same kinds of work. This means that both will be badly paid and that poor morale will be the norm.

Particularly significant is Robert Miller's observation that unionization, the movement for faculty status, and similar activities represent "an attack on the father image." What is important is that Miller did not write "parent image" or "mother image." One of the underlying problems in libraries of all kinds is that most men were at or near the top, while most women were at the bottom. Paternalism by library directors may therefore have been mixed with sexism. (This is not to suggest that Mr. Miller approves of this situation.)

Benjamin R. Beede
Assistant Law Librarian
Rutgers, The State University of New Jersey

To the Editor:

In the May issue of *CRL*, Leo N. Flanagan's article "Professionalism Dismissed" cut deep into the problem of the effectiveness of library education. Mr. Flanagan's thought of curing the ills of "insecurity" by "human communication" is an essential point. Library schools should incorporate into their curriculum not only courses in interpersonal communication but also extensive and meaningful apprenticeship programs that apply these concepts. The lack of this type of training among practicing librarians is so apparent that most of us tuck it into our subconscious and try to dismiss it as unimportant.

Two cases that demonstrate this deficiency come to mind. The first involves the very basic concepts of reference technique. To be blunt, all of this "hiding behind a desk" and "fingerpointing" has become so common in academic libraries that the majority of students do not even bother to *approach* the reference librarian with research questions. It is about time for the reference librarian to *approach* the students through an effective orientation program and by circulating around the reference room *among* the students. This means both oral and body communication.

The second case involves the participation of librarians in national, regional and state organizational activities. There has been a din of complaints for years that these organizational gatherings leave the participants cold. Recently I attended the College and Research Library Section meeting of the Kentucky Library Association. It was obvious that the program was off key, for very few were excited, much less interested, in what was being said. Then, during the last session of the conference, a discussion arose over several ideas about

library orientation. There was a discernible surge of excitement, but the conference was over and so was this flurry of *words*. This example leads me to my point. If there were any amount of communication among these librarians, they would correspond and visit other libraries to follow through on these *words*. They could influence the organizers of the next meeting to plan a workshop so that they would be exposed to different types of orientation programs. This brand of constructive communication between librarians can mean positive results in their libraries.

If librarians have a yearning to be called "professionals," it will come through communication.

Bennett C. Ford
Assistant Librarian of Reference
Georgetown College Library
Georgetown, Kentucky

To the Editor:

I would like to supplement the article by MacDonald and Elrod "An Approach to Developing Computer Catalogs" (*CRL*, May 1973).

The idea of separating the finding and bibliographical functions of the catalog is not of course a new one.[1, 2] In practice, not much has been done to follow it up, but the catalog of Bath University library, England, was recently converted to machine records with short entries (average 110 characters).[3, 4] An experiment is currently in progress to compare this catalog with the conventional card catalog, which is still being maintained until the experiments are completed.[5]

The union catalogs maintained by the British Library Lending Division (which incorporates the old National Central Library) may well be maintained in computer form in future, with records of about 100 characters on average.[6] This was shown to be feasible by a research study, which further showed that ambiguity was likely to occur only in a tiny minority of cases.[7]

If readers want bibliographical information on the books in a library, there are two main possibilities open to them. The first is to look at the books themselves, if they are not on loan. The second is to consult published bibliographies, which cover the vast majority of items in any given library. The cost and effort of this extra checking, which will be necessary in only a small proportion of cases, have to be balanced against the lower cost of local catalog production and maintenance and the greater speed of checking most items in a smaller, more compact and more usable file. Quite apart from library costs, there is little doubt that users would benefit on the whole.

If libraries really do want bibliographical records of their own books, this may not be best achieved by conventional cataloguing, which usually aims to produce a surrogate of the title-page (and in extreme cases, the contents pages). An alternative is to microfilm the title-page and contents page(s) of each book, coding the film with codes linked to a computer file of short records so entries can be retrieved automatically. This would provide better bibliographical information, and also some very useful subject information in the contents page(s).

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Maurice B. Line
Deputy Director-General
British Library Lending Division

To the Editor:

Please let me take this opportunity to tell you that I am very much interested in a statement printed in the May issue of *CRL*,

"ALA—Is It Time for an Alternative?"

I attended the Las Vegas meeting in late June and was somewhat concerned and even depressed by the diversity of the meeting, particularly by the great number of programs which, in many instances, did not follow the announced theme of the meeting.

I am not a librarian, and have no formal training in the area of librarianship. My own background is in English literature, having studied at the University of North Carolina many years ago. For the past few years, at the request of our librarian, I have attended the two annual meetings of the American Library Association and have concluded that we are perhaps moving far away from the basic intellectual thrust which should seem to be necessary in an organization that is attempting to encourage the life of the mind. There is a relationship between the size of an organization and its many commitments. Perhaps the American Library Association could better serve its membership, if some of the problems concerning the welfare of librarians are the responsibility of some other organization. I am thinking particularly of the American Association of University Professors which is concerned primarily with the welfare of academic people. This is not to suggest that the welfare of professional librarians should ever be neglected, but it is to suggest that such matters could better be served in another organization. Perhaps librarians should push harder for professional status; but this is difficult to do until librarians, themselves, have a clearer idea of the nature of the profession. I am particularly interested in the article prepared by Leo N. Flanagan in the May 1973 issue of *CRL*.

As you know, he states precisely that librarianship is not a profession and referring to the article by Mary Lee Bundy and Paul Wasserman in *CRL*, Jan. 1968, indicates that the librarian is more directly related to the druggist than to a medical doctor. The implication here is quite clear and needs no further elaboration.

The ideas which I am expressing here are not original, but they are nonetheless pertinent and even alarming. I think it's quite in order that the journal *College and Research Libraries* continue this discussion, if for no other reason than that of preventing librarians from becoming mere clerks and technicians.

Albert H. Buford, Ph.D.
Dean of Graduate Studies
Villanova University
Villanova, Pennsylvania

Recent Publications

BOOK REVIEWS

Spyers-Duran, Peter, and Gore, Daniel, eds. ***Economics of Approval Plans.*** Proceedings of the Third International Seminar on Approval and Gathering Plans in Large and Medium Size Academic Libraries, Held in the Ramada Inn, West Palm Beach, Florida, February 17–19, 1971. Westport, Conn.: Greenwood Press, Inc., 1972. 134 p.

Librarians probably use their literature to better advantage than most professional people. We readily learn from others in our field because we are inclined to write about our experiences and also because we read a lot. To learn more about approval or gathering plans, I recommend the reading of *Economics of Approval Plans.*

The editors of this small volume might just as well have titled it another "how-to" book with the following possibilities: ". . . Establish an Approval Plan; . . . Choose an Approval Plan Dealer; . . . Save Money With an Approval Plan." Actually, the title was taken from the first essay in the book and it only partly describes the contents.

As the subtitle tells us, it is Number 3 in a series of seminar proceedings on approval plans and from all indications the subject has been exhausted, at least until a new breed of approval plan is devised to aid or bedevil the librarian.

The papers are varied in quality and style. We have the scientific approach of a study of the economics of approval plans as well as chatty, off-the-cuff statements explaining why approval plans fail. There is reported a case history in establishing the plan in a medium-sized university by LeMoyne Anderson, a useful account pointing out pitfalls along the way. One paper recounts for us the kinds of plans offered by three major dealers, a revealing study that is good to have at hand, although such information becomes dated very fast.

One chapter is concerned with a panel discussion by book dealers; conversational in tone, it really contains little of significance for us. Comments such as "bugs in the program," "our sales were suffering," etc., were hardly worth capturing on paper.

Have we answered all the questions? Does anyone still have doubts? At least one of the papers would lead us to believe that there are indeed no unanswered questions: "It seems obvious that the approval plan technique for building research libraries is here to stay. The results of the present study clearly demonstrate its efficiency and effectiveness." [Axford]

Richard Chapin finalizes the volume with his witty summary which turns up some sharp deductions about the three-day conference. Once again we are reminded that "we don't know what we're talking about." Who has yet defined a gathering plan, an approval plan, a blanket order? The importance of collecting current materials and doing it well is noted by Mr. Chapin as he opines that 80 percent of all research done on a university campus is based upon materials published in the last ten years. He takes to task the writers of "efficiency papers" because "they seem to indicate that books received on approval plans get on the shelves at hardly any cost." There are still selection costs, despite the best efforts of the dealers' computers.

The book does not repeat what has been said before at the seminars, for the most part. New ideas, strategies, and experiences from which most of us could benefit will be found here. On the other hand, the library scene has changed somewhat since these papers were written, a fact which will have to be taken into consideration when reading the book.—*Roscoe Rouse, Oklahoma State University, Stillwater.*

Wasserman, Paul. ***The New Librarianship; A Challenge for Change.*** New York: Bowker, 1972.

Paul Wasserman's new book is an impor-

tant one which will provoke considerable discussion. In it he notes that "Criticism serves to open debate, to admit to a range of options, and to awaken a partisanship which must defend itself in the open marketplace of competitive ideas and prescriptions." His criticism does just that.

Wasserman feels the profession is failing society; that its leadership is conservative and unresponsive; that we develop collections at the cost of service; that we recruit the wrong kind of people; that our professional organizations, our library schools, and our literature are inadequate to solve today's problems, much less tomorrow's; and that libraries, all libraries presumably, are already an endangered species perhaps soon to be a footnote in our history like the Chautauqua movement.

It is a well-organized book, based on the imaginative identification and use of sources too often overlooked. The author's knowledge of the process of change and his analysis of what he feels is needed in developing leadership to do it are thoughtful and perceptive. If much of this is not new, it is presented from a new viewpoint, it is based on careful and creative research, and there is a kind of luminous sincerity in the author's concern for his subject, a sincerity somewhat marred by passion.

The book is a polemic which compels our attention and, not surprisingly, it is also irritating. Wasserman's style is occasionally obscure, even turgid, and many will be annoyed with his fondness for vogue words—congruent, viable, relevant, dysfunctional, alienated, societal, syndrome, etc. A more serious irritant is the author's arrogance, that very arrogance which has discredited the whole intellectual community. We are a sorry lot, we librarians, and there is no health in us. We are old and tired and middle class and our values and virtues, if any, are meaningless. A young, jobless welfare mother may be a villain; a working middle-aged librarian must be. In this sense, it is not only an academically fashionable book, but a sentimental one as well.

Aside from the book's passion, its Band of Hope flavor, and its modish assumptions, one of its more serious flaws is that it addresses itself to the whole of librarianship as an entity. It must be increasingly evident to all that this is not valid. The unique clientele, resources, goals, and governance of our various libraries do not lend themselves to Wasserman's blanket indictments and broad generalizations. The differences between the Newberry Library and the Newark Public defy comparison.

Wasserman is a hopeful man. He anticipates replacing today's ineffective leadership with young people (of whom he is tenderly fond) drawn from the behavioral and social sciences, moved by an idealism we have long lost, who will somehow, through greater sensitivity and compassion, superior education, and a more demanding society, revolutionize our present concepts of library service. This done, they will move us further toward that unattainable goal, the elimination of poverty, ignorance, evil, and injustice. I wish it so may be.

Whether they do or not, Wasserman has suggested a sophisticated way of examining our problems, based on high ethical and professional standards, and we cannot just murmur *"Plus ça change, plus c'est la même chose."* Nor can we ignore his perception of reality, avoid recognizing his critical talents, or retreat to a permanently defensive position in a demanding society.—*Stuart Forth, Pennsylvania State University College, University Park.*

Houghton, Bernard. ***Out of the Dinosaurs —the Evolution of the National Lending Library for Science and Technology.*** Hamden, Conn., and London: Linnet Books and Clive Bingley, 1972.

This is the first in a projected series from British publisher Clive Bingley on "The Management of Change—Studies in the Evolution of Library Systems," and *Evolution* is also in the subtitle. The title itself refers to one of NLL Director D. J. Urquhart's more provocative statements, here highlighted facing the title-page, comparing the failure of traditional libraries to see the significance of the NLL, to the dinosaurs' fatal incomprehension of the new species appearing around them.

It occurs to me that no one has adequately dealt with the thrust of Urquhart's analogy in that quotation, and one must include Mr. Houghton in that, despite the title-page fanfare. For, as indicated in a recent British

review (*LAR*, Feb. 1973) this is essentially a straightforward descriptive survey of the NLL, rather than an analytical probing of the management of change or a comparative study of the NLL and "the dinosaurs surrounding it." With that caveat, which is worth raising at the outset since that is where a reader meets the problem, the work emerges as an interesting and informative addition to the still rather sparse amount of generally available literature on the origin and functioning of the largest scientific library in Europe.

In seven tightly-organized chapters the author, who is senior lecturer in information work at Liverpool Polytechnic, covers the fascinating historical background to the NLL; its staffing, stock, and records; the operational service; and the ancillary activities (translations, courses, etc.) which constitute some of the best examples of the NLL's creative, flexible, and undogmatic approach to modern library service. A final chapter is devoted to a brief assessment. The treatment is factual and terse, often so sectionalized as to resemble lecture notes. One wishes the author had allowed himself to reflect, and to expand upon the many points he fires out in staccato sequence ("The results from the survey were used in making the following decisions: (i) . . . (ii) . . . (iii) . . . (iv) . . . (v) . . ." etc.). Being opinionated about the NLL has, after all, ample precedent in Dr. Urquhart's writings and elsewhere, and is still very necessary as this great experiment grows to maturity as part of the British Library.

NLL buffs will recognize most of the standard NLL publicity photographs, as well as the documentary sources Mr. Houghton relies on, although those currently involved in the discussions about creating a similar national lending service in the U.S. may find the work of less value than they had anticipated. The crucial question of the replicability, or otherwise, of NLL techniques is not part of the author's design. Here we return to Urquhart's dinosaur conceit, which goads librarians for not adopting NLL methods *in their own environments*. In fact, it is obvious that to do so would be impossible and that library users here, and in a score of other countries, would be better served by further "stand-alone" NLL's, comparable to the original in terms of world-wide holdings, minimal recording, and a fast response. Planners might even take seriously the idea of a disused military installation on cheap land near the communications fulcrum of the country. And this time, let us see the lead come from the library community.—*Peter G. Watson, University of California, Los Angeles.*

Ralph E. Ellsworth. ***Academic Library Buildings, A Guide to Architectural Issues and Solutions.*** Boulder, Colo.: The Colorado Associated University Press, 1973. 530 p.

Academic Library Buildings is a unique compilation of 1,500 annotated photographs of 130 academic library buildings built primarily during the past five years. The author's intent is described in the subtitle and in his statement in the preface "to present representative examples of successful architectural solutions to the important problems librarians and architects face in planning new college and university library buildings or in remodeling and enlarging existing structures."

In theory, the idea of this book is intriguing, but the end result is somewhat disappointing. The culprit is the photograph. Although an old proverb says something about a picture being worth a thousand words, a poor photograph can be a barrier to seeing, a misrepresentation of what exists, a meaningless gray mass.

This is most unfortunate, especially since the knowledgeable Ellsworth has a great quantity of wisdom to impart to us. He has done an excellent job of encapsulating the basic truths of library planning in the written portions of his book such as the chapters on "Trends and Dilemmas" and "Conclusions about Planning" and the written portion which begins each chapter. The listing of architectural problems to be resolved under the heading "Architectural Intent" which precedes various groups of photos is especially helpful as a checklist for the library planner.

However, the greater portion of the book consists of photographs. Ellsworth covered himself in his preface by noting that the photographs are not the work of a professional photographer but are "librarians' working photographs," but that does not

justify the use of badly distorted photographs, illegible photographs, and photographs in which the image does not make the point the author intended and merely succeed in being dull. If it is worth putting these photos in book form for publication, it is worth doing it well.

The reference to distorted pictures is associated with photographs like those of the exteriors of Cornell and Northwestern's libraries, page 25, in which the buildings appear to be in danger of toppling. Illegibility is evident in pictures similar to those on pages 76 and 145, the former notes "ten-cent store light fixtures," the latter "storage for earphones." These and other such notes lead to great frustration because they cannot be easily deciphered in the subject photos; and once they are deciphered, one often discovers unimaginative solutions which are not worth the trouble of interpretation.

There is a photo of some bookstacks in Beloit College on page 78, not very interesting and like many other bookstacks shown in the book. It is not until one reads the annotation that one discovers the point of the picture: "The president wanted books to be in evidence. From front door, circulation desk is on left, books in center, reference on right, reading areas in rear." The bookstacks are obvious, the other elements are lacking or indistinguishable. The pictorial emphasis on the bookstacks rendered the photograph totally meaningless in the author's context.

"Meaningless" leads to another question about the use of photos in this book—their grouping by function rather than by building. Intellectually, organizationally, it seems like a good idea, but a building and its successful and unsuccessful solutions cannot be understood, and often not even visually interpreted, in bits and pieces grouped with strangers. It is like taking a series of faces, dissecting the various parts and regrouping into noses, lips, etc. A particular nose may not look very good by itself; and, in comparison with others, it may actually look misshapen, but in the context of its own face it works beautifully and looks great.

The context required to interpret successful architectural solutions consists of a floor plan, a few well-done photographs, and perhaps, a written text. In this way each building can be understood, its solutions interpreted, and the book becomes a meaningful tool for architects and librarians.—*Gloria J. Novak, University of California, Berkeley.*

Przebienda, Edward, ed. ***United States Government Publications Monthly Catalog. Decennial and Quinquennial Cumulative Personal Author Index, 1941–1950; 1951–1960; 1961–1965 and 1966–1970.*** 4 vols. Ann Arbor, Mich.: Pierian Press, 1970–71. Set price $98.00

The 1970s have produced another lifesaver to rescue harried librarians concerned with the identification and location of Federal government publications. For the first time since the demise of the *Documents Catalog* it is possible to use personal names for location of documents indexed in the *Monthly Catalog of U.S. Government Publications.* The recently published *Decennial* [and Quinquennial] *Cumulative Personal Author Indexes* for the years 1941 through 1970 now provide an index to primary authors and also to other individuals (such as editors, researchers, and translators) associated with each publication.

Historically speaking, government reports have been considered the product of a government agency rather than the work of an individual, except for the authors of monumental works, and therefore have been cataloged under the corporate author. However, patrons unfamiliar with library practices cite publications by personal author, going to considerable lengths to identify some individual to whom the book can be attributed, and the resulting citation by personal author is difficult to track down in the subject-oriented index to the *Monthly Catalog.*

To a limited extent it is possible to find personal names in the *Monthly Catalog* prior to September 1947, when the reorganized *Catalog* ceased to index authors or other names associated with a specific publication. In 1963 the *Monthly Catalog* resumed the practice of indexing personal authors but limits its coverage to the first author of a joint authorship and omits entire categories of individuals such as the translators and authors of titles listed under Joint Publications Research Service. The two G.P.O. ten year cumulations thus far

published provide subject (but not author) access to the *Monthly Catalog*. In recent years, the Library of Congress has increasingly cataloged new reports under personal names, including joint authors, but does not provide separate entries for every name associated with a work.

To provide a solution to the problem, the compilers of the *Cumulative Personal Author Indexes* checked each issue of the *Monthly Catalog* line by line; then all personal names, except for those which were the subjects of reports, were fed into a computer. Names of speakers were included as authors of speeches.

The resulting work consists of an alphabetical list of all personal names which have appeared in the entries of the *Monthly Catalog* from 1941 through 1970. Each volume is arranged in two columns, with guide names in the upper left and right corners to indicate first and last entries on each page. Each entry is followed by a term representing the manner of association, i.e. editor, translator, etc., and the location of the bibliographical information in the *Monthly Catalog*, indicated by the last two digits of the year and the entry where listed. Entry numbers with fewer than five digits are preceded by the requisite number of zeros. Page numbers are given for publications listed prior to September 1947, with the letters "s" or "m" used to indicate whether the name is cited singly or multiple times on that page. An individual author's name may appear two or more times successively, by surname and given name, surname with initials or as a joint author, exactly as the information appears in the *Monthly Catalog*. When there are more than two authors, the term "et al" follows the name of the author. Works by joint authors are indexed separately under each name. When multiple entries follow a name, the entries are arranged first by the term indicating relationship and then by the year and entry number. Each volume includes at least 42,000 citations.

At the beginning of each volume is a list of abbreviations showing sixty-nine different relationships ascribed to a publication, such as a message by, remarks by, speech by, talk by, lecture by and other equivalents as stated in the *Monthly Catalog*.

The names of chairmen of Congressional committees were included as part of the entries in the *Monthly Catalog* prior to 1947, but without first names or initials, and omitted from the indexes. In the *Decennial Cumulative Personal Author Index* for 1941–51 these names have been included as entered, each one followed by the title Mr. or Mrs. without further identification.

Entries for the president of the United States, indexed in the *Monthly Catalog* under "President of the United States" have been listed under the surname of each president, i.e. "Roosevelt, Franklin D.; Truman, Harry S." without reference to the office of the president. Presidential messages on proposed legislation, veto messages and other works, cited in the *Monthly Catalog* without the personal name of the president, are not included.

Separate volumes have been prepared for the years 1941–50, 1951–60, 1961–65, and 1966–70, to correspond to the coverage of the two decennial and the once-proposed five-year cumulative indexes to the *Monthly Catalog*.

At first glance, one is inclined to wonder why all the names were not arranged in a single sequence for the entire time period. A closer look discloses an advantage to the division of the work into separate segments. The information following each name does not indicate the title or subject of the publication to which the entry refers. As a result, the names of the more productive authors or speakers are followed by a somewhat daunting array of entry numbers to be consulted in order to locate a specific title. Fortunately this difficulty can easily be overcome when the approximate date of the wanted title is known.

A further extension of author entries to include title and subject would be desirable for speedy identification of material. This lack of specific title information does make the indexes less useful for at least commissions or reports best known by popular name, for example, the Taylor report on the Nuremberg war trials. For this type of report, the Library of Congress *Popular Names of U.S. Government Reports* will still be the quickest way to locate them. Names of chairmen are not always incorporated into *Monthly Catalog* entries, and thus cannot be indexed. For these reports,

the LC work may be the only source of identification, although, unfortunately, far from complete.

The *Cumulative Personal Author Indexes* will be used principally to find the *Monthly Catalog* entries for publications cited by personal author which formerly could be located only by a time-consuming subject search in the monthly and cumulative indexes.

The new work, comprehensive rather than selective, will be useful for personal names of authors and translators listed under the Joint Publications Research Service heading in the *Monthly Catalog,* but which are omitted from the monthly and cumulative indexes.

The volumes appear to be photocomposed from magnetic tape, a suitable methodology and format for turning this type of data into finished copy. There is some unevenness in plate work resulting in some pages being lighter than others but the information is legible. Each volume is bound in dark brown library-grade cloth which closely resembles that used in the two published decennial cumulative indexes to the *Monthly Catalog.*

The editor is Edward Przebienda, lead programmer at the Center for Urban Studies at the University of Michigan. The preface to each volume contains acknowledgements to those who assisted in the preparation, but does not indicate whether any of them are librarians nor if any librarians were consulted. It is not clear how much editing was done.

There is no question that an author's name, when known, can be the quickest and most direct approach to the identification of a government report, particularly when the name is not obscured by too many entries. Because of the inclusion of both primary and secondary authors as well as others associated with government reports, the new *Cumulative Personal Author Indexes* are recommended both for libraries which fully catalog and integrate their documents and for those which rely almost exclusively on the *Monthly Catalog* as an approach to the government publication collection.—*Catharine J. Reynolds, Head, Government Documents Division, University of Colorado Libraries, Boulder.*

OTHER BOOKS OF INTEREST TO ACADEMIC LIBRARIANS

Beal, S. W., comp. *Legal Reference Collections for Non-Law Libraries.* Ann Arbor, Michigan: The Pierian Press, 1973. 106 p. $5.95.

The Black Press Clipping Bureau. *The Black Press Periodical Directory 1973.* Newark, N.J.: Systems Catalog, Inc., 1973. 53 p. $45.00.

Books in Print Supplement, 1972–1973. New York: R. R. Bowker Co., 1973. 2245 p. $19.50.

Bowker's Medical Books in Print 1973. New York: R. R. Bowker Co., 1973. 806 p. $24.50.

Brown, James W., et al. *Administering Educational Media: Instructional Technology and Library Services.* New York: McGraw-Hill, 1972. 449 p. $10.95.

Cooper, M. Frances, comp. *A Checklist of American Imprints 1820–1829, Author Index.* Metuchen, N.J.: Scarecrow Press, 1973. 172 p. $6.00.

Crowley, Ellen T. and Thomas, Robert C., eds. *Acronyms and Initialisms Dictionary.* Detroit: Gale Research Co., 1973. 635 p. $27.50.

Durey, Peter, ed. *Reader Services in University Libraries in New Zealand.* Auckland: Auckland University Library, 1973. 53 p.

Fredericksen, Burton B. and Federico Zeri. *Census of Pre-Nineteenth-Century Italian Paintings in North American Public Collections.* Cambridge, Mass.: Harvard University Press, 1972. 678 p. $25.00.

Georgi, Charlotte. *The Arts and the World of Business: A Selected Bibliography.* Metuchen, N.J.: Scarecrow Press, 1973. 123 p. $5.00.

Havlice, Patricia Pate. *Index to Artistic Biography.* Metuchen, N.J.: Scarecrow Press, 1973. 2 vols., 1370 p. $35.00.

Hirsch, W. Z. *Financing Public First-level and Second-level Education in the U.S.A.* New York: UNIPUB, Inc., 1973. 49 p. $2.00.

International Bureau of Education. *Initiatives in Education.* New York: UNIPUB, Inc., 1972. 117 p. $2.50.

Johnson, Elmer D. *Communication: An Introduction to the History of Writing,*

Printing, Books and Libraries. Metuchen, N.J.: Scarecrow Press, 1973. 322 p. $7.50.

Jordan, Alma, ed. *Research Library Cooperation in the Caribbean.* Chicago: American Library Association, 1973. 145 p. $8.50.

le Gall, A., et al. *Present Problems in the Democratization of Secondary and Higher Education.* New York: UNIPUB, Inc., 1973. 238 p. $6.50.

Mason, Elizabeth B. and Starr, Louis M., eds. *The Oral History Collection of Columbia University.* Glen Rock, N.J.: Microfilming Corporation of America, 1973. 459 p. $12.50.

McGrath, William E. *Development of a Long-Range Strategic Plan for a University Library.* Bethesda, Md.: LEASCO Information Products Inc., 1973. 184 p. $6.58.

Menzenska, Sister Mary Jane. *Archives and Other Special Collections: A Library Staff Handbook.* New York: Columbia University School of Library Service, 1973. 87 p.

Mersky, Roy M. and Jacobstein, J. Myron, directors. *The Impact of the Environmental Sciences and the New Biology on Law Libraries.* Dobbs Ferry, N.Y.: Oceana Publications, Inc., 1973. 174 p. $15.-00.

Nobel Foundation. *Nobel Lectures, Physiology or Medicine 1963–1970.* N.Y.: American Elsevier, Inc., 1973. 503 p. $38.00.

Perkins, James A., ed. *The University as an Organization.* New York: McGraw-Hill, 1973. 273 p. $8.95.

Schlesinger, Arthur M., Jr., gen. ed. *History of U.S. Political Parties.* New York: R. R. Bowker Co., 1973. 4 Vol. Set, $135.00.

Storr, Richard F. *The Beginning of the Future.* New York: McGraw-Hill, 1973. 99 p. $5.95.

Thaxron, Lynn, ed. *Major Microform Holdings of Member Institutions of the Association of Southeastern Research Libraries.* New Orleans: Tulane University Library, 1973. 49 p.

Vickery, B. C. *Information Systems.* Hamden, Conn.: The Shoe String Press, Inc., 1973. 350 p. $18.00.

Wasserman, Paul, ed. *Consultants and Consulting Organizations Directory.* Detroit: Gale Research Co., 1973. 835 p. $45.00.

Wiener, Philip P., ed. *Dictionary of the History of Ideas.* New York: Charles Scribner's Sons, 1973. 4 vols., $35.00 ea. vol.

Wilson, John H., Jr., ed. *Proceedings of the American Society for Information Science.* Westport, Conn.: Greenwood Publishing Co., 1973. 295 p. $12.00.

ABSTRACTS

The following abstracts are based on those prepared by the Clearinghouse for Library and Information Sciences of the Educational Resources Information Center (ERIC/CLIS), American Society for Information Science, 1140 Connecticut Ave., N.W., Suite 804, Washington, DC 20036.

Documents with an ED number may be ordered in either microfiche (MF) or hard copy (HC) from ERIC Document Reproduction Service, LEASCO Information Products, Inc., P.O. Drawer O, Bethesda, MD 20014. Orders must include ED number and specification of format desired. A $0.50 handling charge will be added to all orders. Payment must accompany orders totaling less than $10.00. Orders from states with sales tax laws must include payment of the appropriate tax or include tax exemption certificates.

Documents available from the National Technical Information Service, Springfield, VA 22151 have NTIS number and price following the citation.

A Comparative Analysis of Five Regional Reference and Information Networks. By Michael W. Spicer. Ohio State Library, Columbus. 1972. 36 p. (ED 071 667, MF—$0.65, HC—$3.29).

Increasing demands for more information more quickly has called into serious question the traditionally fragmented nature of library service by creating a need for greater interlibrary cooperation. Libraries have responded to this need by the formation of networks which are nothing more nor less than a formalized tool for interlibrary cooperation. This study of five regional reference networks in the State of Ohio has emerged as an outcome of the cooperation of state and local library personnel. The purpose was to analyze five of the Regional Reference and Information Networks in Ohio from a comparative viewpoint. The networks selected are: Appalachia Improved Reference Services (AIRS), Cleveland Area Interlibrary Network (CAIN), Miami Valley Library Organization (MILO) Information Exchange Project, Southwestern Ohio Rural Libraries (SWORL), and Western Erie Library Development (WELD). The study sought to compare the finance, organization, and scope of the networks and to evaluate the networks using three key criteria: service to the patron, time taken to provide the service, and cost of that service.

Leadership for Change: A Report of the Outreach Leadership Network. By Barbara Conroy and others. New England Center for Continuing Education, Durham, N.H., Outreach Leadership Network. 1972. 187 p. (ED 071 671, MF—$0.65, HC—$6.58).

The Outreach Leadership Network (OLN) was a regional program of continuing education for public librarians in New England. Federally funded under the Higher Education Act (Title II B), the project began July 1971, and continued formal activities through October 1972. The overall goal of the project was that of providing for more effective programs of public library services directed toward presently unserved community groups. OLN sought to provide educational programs which would increase the ability of librarians to plan and launch successful and effective programs to actively extend library services to more citizens than presently were being served. This outreach educational program also served as a training ground for the development of a cadre of public library leaders—librarians not only committed to outreach service but also skilled in program planning and in working with groups. Project activities provided multiple opportunities for outreach-committee librarians to "network" with each other; that is, to share ideas and resources within each state and across state lines. This document contains an administrative report by the OLN project director and a report of the evaluation team.

Books in Canada, 1972. Basil Stuart-

Stubbs, ed. Canadian Library Association, Ottawa (Ontario). 1972. 37 p. (ED 071 677).

A symposium on the Canadian book was intended to provide the delegates to the annual conference of the Canadian Library Association with a survey of current developments in Canadian authorship, book production, and distribution, and to explore the relationship which library activities bore to these. This document contains some of the speeches and discussion from that symposium. The secretary of state reviewed new federal policies in the area of publishing, and reminded librarians of their role in assisting in the realization of the objectives of these policies. The editor of *Books in Canada* summarized the situation of Canadian publishing, and offered opinions on what direction government policy might take. Addresses on the operation and effects of Scandinavia's legislation in public lending rights, on the implications of Canadian studies for future readers, on bookselling in Canada, and to the Canadian Association of Children's Librarians are included.

National Commission on Libraries and Information Science; Annual Report 1971–1972. Author same, Washington, D.C. 1973. 34 p. (ED 071 679, MF—$0.65, HC—$3.29).

The National Commission on Libraries and Information Science (NCLIS) is a permanent independent agency within the executive branch, established by Congress and signed into law on July 20, 1970. As specified by the enabling legislation, the commission has been concerned in its initial year with every type of library and with all types of information resources and services. This first annual report summarizes the year's activities under the following headings: meetings and committees, other agencies, regional hearings, working philosophy, major goals, organization of library service, information needs of users, financing of libraries, adequacies and deficiencies of present libraries and information systems, applications of new technology, and improved manpower. Contained in the appendixes are: Public Law 91-345 which established the commission, list of members, committees, list of witnesses at commission hearings, contracts awarded, and the fiscal statement. (The commission hearings and testimony are available as ED 068 143 through ED 068 145.)

The New Media in Academic Library Orientation 1950–1972: An Annotated Bibliography. Philip John Schwarz, compiler. Wisconsin University—Stout, Menomonie. Media Retrieval Services. 1973. 30 p. (ED 071 682, MF—$0.65, HC—$3.29).

A review and report on the literature dealing with the use of media in academic library orientation for the inclusive period of 1950 to 1972 is presented in this paper. In a few cases papers relating to special or high school library orientation have been included when the approach and information is equally useful for academic libraries. The bibliography is divided into two parts. The first part is arranged in alphabetical order by source to assist the reader in searching the literature. Each entry is preceded by an abstract number and a letter. The letter indicates the subject emphasis of the article and corresponds to the subjects listed. The second part consists of an author index.

A Library Management Game: A Report on a Research Project. By P. Brophy and others. Lancaster University Library, England. 1972. 96 p. (ED 071 700, MF—$0.65, HC—$3.29).

For thirteen months from June 1971 the Office for Scientific and Technical Information supported members of the Library Research Unit, University of Lancaster, in an investigation of the feasibility of designing computer-aided games to assist in teaching the principles and techniques of management to students of librarianship and information science. This volume is a report of the feasibility study, which resulted in the development, to prototype stage, of one such management game; it is expected that further work will result in "production models" of this and other games, for use in actual teaching situations.

The Cost of Cataloguing: Three Systems Compared. By R. G. Woods. South-

ampton University Library, England. 1972. 39 p. (ED 071 707).

Too little is known generally about the cost of the various operations carried out in libraries. At present, new techniques are being devised using computers to store, sort, file, and reproduce data formerly dealt with by traditional manual methods. Computer time, however, is expensive, and the computer programs to handle bibliographic data are difficult and costly to write and test. There is a danger that the new techniques may simply be too expensive. This study reports on three cataloging systems, and the costs incured by each, employed at the University of Southampton library: manual, mechanized (using a tape typewriter), and automated (using MARC data).

User Preference in Printed Indexes. By Angela M. Hall. Institution of Electrical Engineers, London, England. 1972. 97 p. (ED 071 708, MF—$0.65, HC—0).

Since subject indexes are extensively used in retrieval from abstracts journals it is surprising how little data is available on the performance of the many types of indexes now available. A handful of projects have been carried out in which an attempt has been made to isolate the elements which influence the performance of printed subject-indexes for manual searching and to study the extent of this influence. There are many problems involved in a project of this type and not least, those arising from the continuous interaction of the user with the index and the modification of his initial requirement in the light of the information which the index presents. For the studies reported here, the importance of the role of the user in the performance of the indexes was accepted and the reactions of the users to various characteristics of printed indexes were sought. By means of a questionnaire both information workers and scientific personnel were invited to indicate their use of different abstracts journals and indexes and to assess the characteristics of the indexes. The design of the questionnaire, choice of a representative sample of users, and the results extracted from the responses are detailed in this report.

A Comparison of Panizzi's 91 Rules and the AACR of 1967. By Donald J. Lehnus. Illinois University, Urbana. Graduate School of Library Science. 1972. 40 p. (ED 071 711, MF—$0.65, HC—$3.29).

The fact that so many notions and principles set forth by Panizzi are still in evidence today is proof of his great contribution to present day cataloging. The comparisons made of the two sets of rules point out many contrasts and similarities. But even more significant is that, while reading the comparisons, one is constantly reminded of the importance of having good guidelines to follow in describing and recording the materials for a catalog. The catalog is, in reality, "the key to the library's collection," because it is the only efficient means of access to the materials. Any catalog compiled according to a code that does not permit or provide for appropriate entries under titles, or under names (or forms of names) of persons or corporate bodies under which some catalog user might reasonably look, is not fulfilling its role as "the key to the library's collection" as adequately as it should. Therefore, it can be said that the code of cataloging rules used in compiling the records which constitute a catalog strongly influences a library's effectiveness in assisting the user to determine the availability of desired materials and their location.

A User's View of BALLOTS. A. H. Epstein and Allen B. Veaner. Stanford University, California. 1972. 34 p. (ED 071 723, MF—$0.65, HC—$3.29).

BALLOTS (Bibliographic Automation of Large Library Operations using a Timesharing System) is an on-line interactive library automation system that supports the acquisition and cataloging functions of the Stanford University libraries' technical processing operations. The BALLOTS system is being implemented in a series of eleven modules. This paper describes the first module, BALLOTS-MARC, or simply the MARC module, and various aspects of system hardware and software as they pertain to this module. The MARC module supports the production of purchase orders,

catalog card sets, spine labels, and several types of file slips and management reports. An on-line MARC file stored on disk is updated from the weekly Library of Congress MARC tapes. Several indexes are maintained in the file in order to support extensive on-line interactive file searching. One way of describing BALLOTS is to explain how the system looks to the user and how it is used in normal day-to-day library operations. A typical book cycle will be traced in the examples that follow. (Other documents on BALLOTS are available as ED 038 153, 044 049, 049 786, and 060 883.)

Current and Emerging Budgeting Techniques in Academic Libraries, Including a Critique of the Model Budget Analysis Program of the State of Washington. By Kenneth S. Allen. 1972. 53 p. (ED 071 726, MF—$0.65, HC—$3.29).

Techniques employed in the study included: an examination of the relevant literature; actual visitation and interviews with directors, associate directors, assistant directors, heads of appropriate divisions of the selected and other libraries, vice-presidents for business and finance, deans, budget officers, and budget managers of the institutions visited. In an attempt to maintain a common basis for inquiry, a questionnaire was developed and was used in the process of the field interviews. The questionnaire results appear as an appendix to this report. The responses, while representing only a small segment of the research library population, are sufficient to provide some intriguing insights into the present state of research library budgeting. It was inevitable that questions concerning budgets, financial support, and fiscal management would lead into an exploration of management and administrative problems in general. Thus the questions range from the effect of the current economic recession on library schools to the impact of faculty status on a library's budget.

Microform Readers—the Librarian's Dilemma. By George F. Tate. Brigham Young University, Provo, Utah. Graduate Department of Library and Information Science. 1972. 39 p. (ED 071 728, MF—$0.65, HC—$3.29).

Because of the dilemma faced by librarians in the selection of suitable microform reading equipment for the 35mm format, this paper is designed to analyze the problem of reader and microimage incompatability, to provide a key for readily determining incongruities, to evaluate presently available readers, to provide modification and development suggestions and to consider the possibility of 35mm microfiche for research materials. Reasons for the ascendency of 16mm microforms to their present dominant positions are examined and librarians are urged to voice their needs for retaining the 35mm size essential for research materials. Actions taken by the National Bureau of Standards and the National Library of Medicine supporting 35mm are cited.

Communication Research for Librarians. By Patrick R. Penland. Pittsburgh University, Pennsylvania. Graduate School of Library and Information Sciences. 1972. 132 p. (ED 071 729, MF—$0.65, HC—$6.58).

Research design is a product of the scientific method in Western Civilization whose major purposes are to eliminate the biased judgments of individual researchers and to ensure replication of the study. In general, the formal protocol of the research design includes several elements: theoretical position out of which the hypotheses to be tested grew; relation of definitions to the measurement scales; methods of observation (data collection) and sampling; analysis of data and summary of findings; conclusions and recommendations for further research. Such in outline is the overall format of the formal report of basic research. With it alone, another investigator should be able to perform precisely the same study with no other information but the protocol of the research design itself. The task of an author of a research study is to establish, and then describe with precision, the way in which the following elements of a study are to be defined: subject, attribute, setting, moment, and method. (For related documents see: ED 048 902, ED 049 801 through 049 804, and ED 054 840-054 841.)

Communications Manual for Librarians.

By Patrick R. Penland. Pittsburgh University, Pennsylvania. Graduate School of Library and Information Sciences. 1972. 167 p. (ED 071 730, MF—$0.65, HC—$6.58).

The existence of problems in libraries has two significant dimensions: the theoretical and the practical even though to a large extent problems occur mainly in the minds of people. The orientation of this manual is therefore entirely practical and introductory to the point of being useful with any library staff regardless of size. Even librarians of some communicative sophistication will find the manual helpful in working towards staff development. No claim is made for the originality of the material in this manual and this is probably the strength of its usefulness to the practicing librarian. The materials and methods have been tried out in numerous contexts and for numerous problem-solving purposes. What is original with this manual, however, is the selection and arrangement of the material based upon the consultant work undertaken by the Communications Research and Media Center, Graduate School of Library and Information Sciences, University of Pittsburgh. (For related documents see: ED 048 902, ED 049 801 through 049 804, and ED 054 840-054 841.)

A Cost Analysis Comparison of University Funded Faculty Facsimile Service and Faculty Journal Circulation Privileges. By Faith Van Toll. Wayne State University, Detroit, Michigan. Library and Biomedical Information Center. 1972. 21p. (ED 069 315, MF—$0.65, HC—$3.29).

The traditional avenue of accessibility to library materials for faculty members of a university has been virtually unlimited circulation of journals. In recent years the provision of facsimile copy service has supplemented and in some instances supplanted the circulation of journals as the mechanism for accessibility to research materials. This study compares the cost of faculty photocopy service at Shiffman Medical Library for September 1971 and March 1972 with the projected cost of journal circulation for the same months. Appendix 1 summarizes the cost of facsimile copying for September 1971 and appendix 2 summarizes these costs for March 1972. These summaries indicate the number of persons requesting service as well as the service load per department. The total costs for the services are $710.20 (September 1971) and $794.90 (March 1972). These costs are lower than the projected costs of journal circulation and the photocopy service had the additional advantage of freeing faculty time for other tasks. The economic and service advantages demonstrated in this report indicate that photocopy service for faculty members is the most feasible avenue of access to research materials in the university.

National Inventory of Library Statistics Practices, Volume II; Agency Profiles and Individual Site Descriptions. Final Report. By Saul Herner and Matthew J. Vellucci, Herner and Co., Washington, D.C. 1972. 423p. (ED 069 311, MF—$0.65, HC—$16.45).

The various profiles and descriptions prepared as part of a nationwide study of library and information center statistics and data practices are compiled in this report. Part I of the study contains agency profiles. These were prepared from responses to a questionnaire survey of over 3,500 State and Federal agencies, or units thereof, and almost 200 selected nongovernment organizations, such as library associations, library schools, and accrediting bodies. Of the 244 respondent agencies and organizations that indicated they collected library and information center statistics and data, 200 submitted enough information to prepare a profile summarizing their practices, reasons, difficulties, and plans. These profiles are given exactly as reported. Part II contains the individual site descriptions of practices in 65 libraries, library systems and information centers. The descriptions are based on notes recorded by the interviewers and from the various materials requested. Both parts of this study give an overview of the present condition of library and information center statistics and data practices in this country. (Volume I of this study will be made available as soon as it is ready.)

Serials for Information Service. Report on

a Survey to Examine Current Subscriptions of the Major Libraries of the Midwestern Regional Library System to a Selected List of Indexed Serial Titles. By John D. McCallum, Midwestern Regional Library System, Kitchener (Ontario). 1972. 64p. (ED 069 302, MF—$0.65, HC—$3.29).

In 1971 the board of the Midwestern Regional Library System authorized a study of the periodical collections of the major public libraries, the three universities, and one community college within the region. It was felt that the study would have immediate implications for the regional library's developing "Information Services Program," and would also be beneficial to the public libraries in general by making the composite checklist of periodical titles available to libraries that might wish to match their holdings against this list comprising titles from a dozen selected periodical indexes. The project carried through the spring and summer months of 1972, and a preliminary synopsis of the survey's findings was presented at the first fall meeting of the Professional Advisory Committee, which consists of the chief librarians of the public libraries involved in the survey. This is the final report of the project. Critical comments regarding the validity of the premise on which the survey was based, and the data and means by which they were gathered are invited. The conclusions drawn from the analysis of the data resulted in suggestions for the expansion of periodical and index subscriptions to better serve the reference function of public libraries.

A Delphi Approach to a Selected Book Retirement Policy. By Ralph C. Simon. 1972. 11p. (ED 069 298, MF—$0.65, HC—$3.29).

A solution to a perennial library inventory problem by the application of known and proven systematic techniques used in other nonlibrary areas is proposed. The traditional and new approaches are briefly compared and explained while the actual planning and development are discussed with an eye toward producing as an ultimate goal the ideal information center which if fully realized would not have a book on its shelves. The feedback techniques described can be further enhanced by introducing or modifying existing automated routines. The statistics thus derived would greatly assist future library planning. By incorporating the expert knowledge of the specialists in the various areas of interest the librarian operating under the Delphi approach gains an insight infrequently realized that can lead to a more effective and efficient use of space and provide the patrons of a given library with the assurance that the material at their fingertips is of high relevance to their scholarly needs.

Library Policies: Analysis, Formulation and Use in Academic Institutions. (Occasional Papers 2). By Duane E. Webster, Association of Research Libraries, Washington, D.C. University Library Management Studies Office. 1972. 45p. (ED 070 U72, MF—$0.65, HC—$3.29).

This paper examines the topic of policy analysis and draws upon the recently developed Association of Research Libraries (ARL) Management Review and Analysis Program which is a guide to conducting a self-study of an academic library's management and organization. The program was designed by the Management Studies Office and is presently being tested and refined prior to making it generally available. The purpose of the Management Review and Analysis Program is to analyze the success of the library's present approaches to several management topics, such as the formulation and use of library policies. This occasional paper goes beyond this assessment process and proposes a system for improving the use of management policies in large academic libraries. Its intent is to propose an approach to the formulation and use of academic library policies, and to demonstrate their importance for academic library management.

Indiana Seminar on Information Networks (ISIN), Proceedings (October 26–28, 1971). By Donald P. Hammer and Gary C. Lelvis, compilers, Purdue University Libraries, Lafayette; Indiana State Library, Indianapolis. 1972. 97p. (ED 070 U59, MF—$0.65, HC $3.29).

The Indiana Seminar on Information

Networks (ISIN) was the result of the realization that many Indiana librarians were not fully aware of the benefits of library networking and were not really using the Indiana TWX network to its fullest advantage. In addition, it was felt that the statewide TWX arrangement and its available services needed more publicity in the state than it had received in the past. A far more important consideration was that a seminar on networking would increase the knowledge of Indiana librarians and would broaden their perspective of the subject, thereby expediting the cooperative efforts so badly needed all over the state. The following topics were discussed: (1) Introduction to Networks; (2) Library of Congress MARC & RECON; (3) NELINET (New England Information Network); (4) An On-line Interlibrary Circulation and Bibliographic Searching Demonstration; (5) Ohio College Library Center; (6) User Response to the FACTS Network; (7) Indiana TWX Network Discussion—Operational Aspects; (8) Indiana TWX Network Discussion—Financial and Organizational Aspects; and (9) How Does the Network Serve the Researcher?

Economics of Academic Libraries

WILLIAM J. BAUMOL
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A thorough understanding of the economic variables governing academic library operations is especially important during the current period of financial stringency. Faced not only with increasing requirements for basic library inputs—staff, volumes, and other library materials—but with rising prices and the threat of reduced financial support as well, academic libraries must undertake long-range planning. Baumol and Marcus have presented the kind of thorough analysis of the pertinent economic data necessary for this planning.

The authors' statistical analysis of the relevant data has yielded important insights into the growth trends of the major quantifiable variables involved in library operations and into the interrelationships among these variables. In addition, the book provides formulas and procedures to guide the individual librarian in budget projection. The considerations involved in long-range planning, including the economic factors pertinent to a conversion to computerized library operation, are also thoroughly discussed. $6.00

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A Selected Bibliography on Applied Ethics in the Professions, 1950-1970

A Working Sourcebook With Annotations and Indexes

By DANIEL L. GOTHIE, *University of Virginia. xx, 176 pp., indexes. (Graduate School of Business Administration, University of Virginia)* $4.75

The Center for the Study of Applied Ethics was established at the University of Virginia as an information and activities center to stimulate interest in and an awareness of operational ethical systems in various aspects of American life. This bibliography answers the Center's request for a reference guide which those in the professions can use to ascertain what information is available on applied ethics. The bibliography includes selected works published between 1950 and 1970 arranged alphabetically into the following categories: business and management, engineering, general ethical philosophy, government and politics, health sciences, law, science, and social sciences. Accompanying each professional area are listings of relevant books, monographs, periodical articles, pamphlets, unpublished speeches, and other miscellaneous materials.

Boston Prints and Printmakers

1670-1775

Edited by WALTER MUIR WHITEHILL *and* SINCLAIR H. HITCHINGS. *xxv, 294 pp., illus., index.* $15.00

The major prints produced in Boston before the American Revolution are subjected to complete examination in this volume. A great majority of the surviving prints of these colonial Boston printmakers are excellently reproduced and conveniently brought together here for the first time. One special item, appearing for the first time, is Nathaniel Hurd's *View of the Old State House.* Another specialty is an impression of Paul Revere's engraving *A View of the Obelisk Erected Under Liberty Tree.* This volume is an indispensable pictorial record of eighteenth-century colonial America.

Two Letters and Short Rules of a Good Life

By ROBERT SOUTHWELL, S.J. *Edited by* NANCY POLLARD BROWN, *Trinity College. lxv, 122 pp., apps. (Folger Document)* $9.50

Robert Southwell was a Jesuit executed for treason in February 1595. He had returned to England to serve there as a Roman Catholic priest. The seventeenth-century manuscript published here for the first time consists of three of his prose works. They demonstrate both Southwell's skill as an English prose stylist and his devotion to the Catholic church. The hitherto lost letter to Sir Robert Cecil gave Cecil sufficient evidence to bring Southwell to trial and almost inevitable execution. The letter, a moving document of great dignity, expresses Southwell's strong sense of spiritual courage. *Short Rules of a Good Life* is a spiritual handbook outlining how the Catholic layman can best plan a life of virtuous action. Southwell's letter to his father recalls memories that the father and son shared of Southwell's childhood and speaks of the son's desire to serve as a priest of the Roman Catholic church. The writings are accompanied by an introductory historical background, bibliographic descriptions of the three works in the manuscript, and explanatory commentaries of the texts. The volume gives valuable insight into the devotion and determination with which an English Jesuit priest faced persecution in the late sixteenth century.

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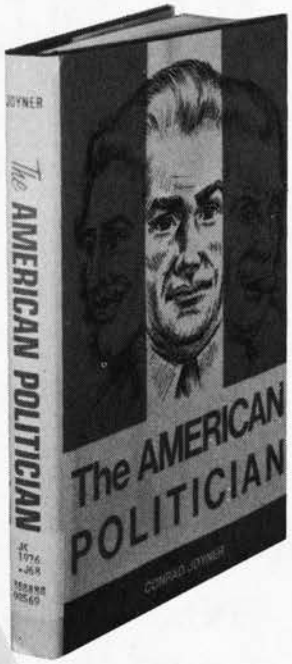

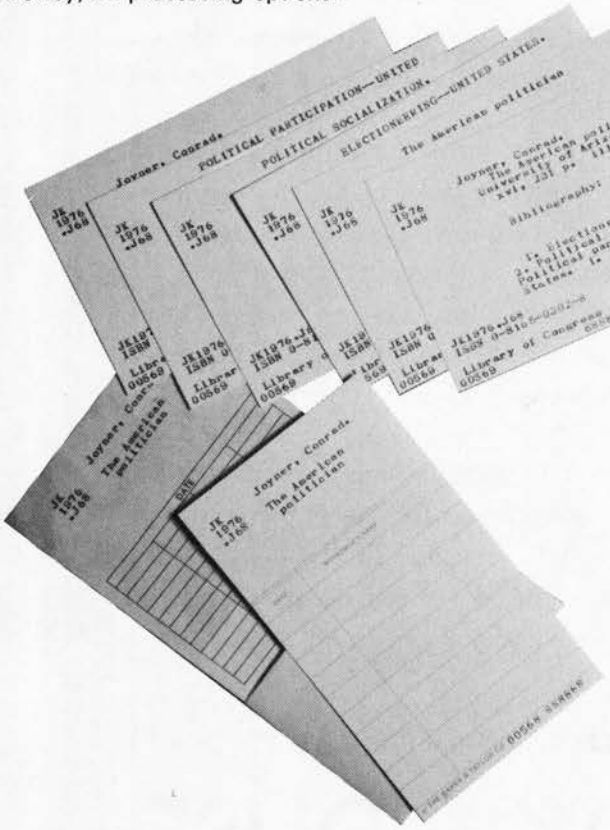

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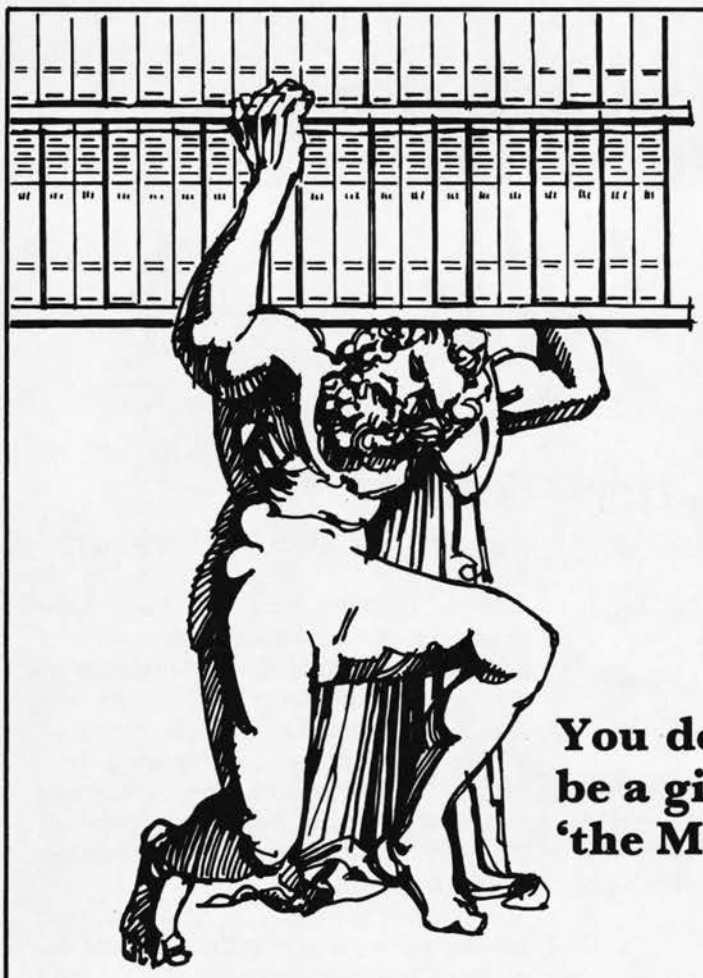

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From an evaluation of the same shelving in the March, 1971 LIBRARY TECHNOLOGY REPORTS.

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